DOCUMENT RESUME

ED 065 827 CG 400 064

AUTHOR	Walz, Garry, Ed.; And Others
TITLE	Impact: The Magazine for Innovation and Change in Counseling. Summer, 1972.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	72
CONTRACT	OEC-3-6-002487015790(010)
NOTE	68p.
AVAILABLE FROM	Impact, P. O. 635, Ann Arbor, Michigan 48107 ($6.00 per yearly subscription, $1.75 per single issue-make checkes payable to the University of Michigan)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Book Reviews; Counselor Role; *Drug Abuse; *Drug Education; Motivation; Narcotics; *Parent Child Relationship; *Periodicals; *Publications

ABSTRACT

This issue of "Impact" offers a series of articles for the counselor seeking innovative ideas, opinions, and examples. The magazine contains: an interview with David McClelland of Harvard University on achievement motivation; a condensation of a new book, "The Contemporary Counselor and His World" by C. Wrenn; an article dealing with parenthood; and an article with suggestions for dealing effectively with the drug situation. The issue also features an annual summer guide of ideas, readings, workshops, and devices to make the counselor's summer a more fruitful experience. (WS)

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Can Parents Make the Difference?

ideas

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Wrenn on the Contemporary Counselor

What to Do With Your Summer Vacation

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McClelland on the Need to Achieve

About this issue

This issue marks the completion of the first volume of **Impact.** This first year has sent our staff in all directions seeking innovative ideas, opinions and examples which we felt merited the attention of concerned helping professionals. Next year—with your support and feedback, we hope to be even more "impactful" in helping you in your work.

We think this summer issue will provide you not only with action ideas but with "food for thought."

Our second Impact Workshop was "Actualizing Students' Potentials." In keeping with our design of sponsoring workshops which follow up major Impact articles, this issue offers you an interview with David McClelland of Harvard University on achievement motivation.

Of particular import, is a condensation of a new book, **The Contemporary Counselor and His World,** by C. Gilbert Wrenn, a respected leader in our field. Dr. Wrenn writes feelingly about the "caring counselor" and contemporary society. We feel privileged to offer our readers this preview of Wrenn's thinking.

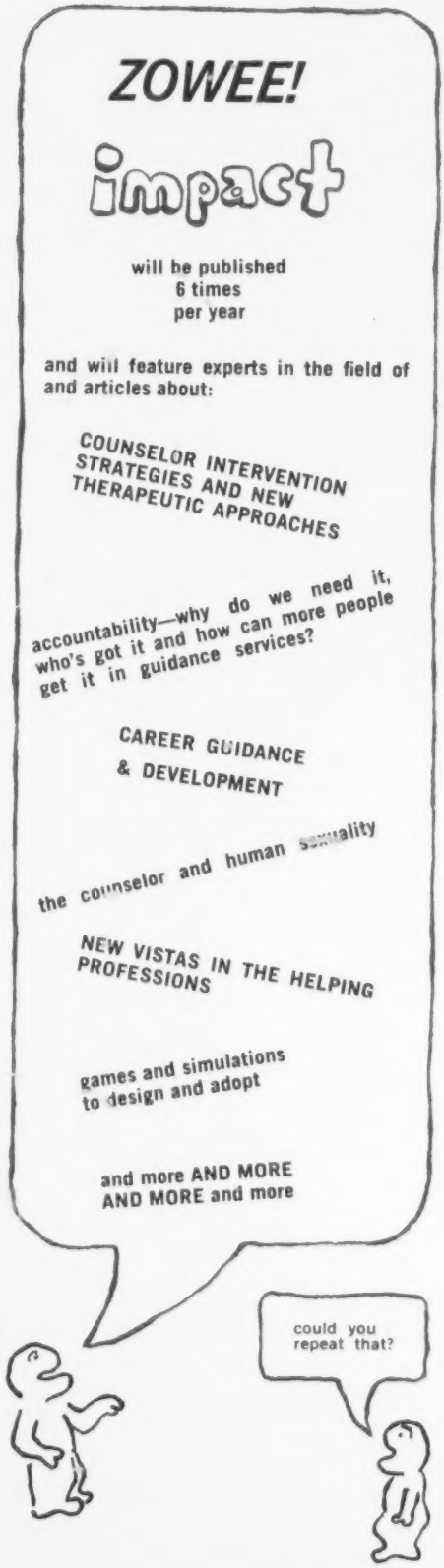
Thomas Gordon, author of the book, **Parent Effectiveness Training: The "No-Lose" Program for Raising Responsible Children** has said, "Parents are blamed, but not trained." This, however, no longer need be the case. Teachers as well as counselors have become increasingly active in working with parents through variety of programs and techniques. The article "Can Parents Make the Difference?" by Carol Jaslow looks at various ways in which parents are being, and can be, prepared for "parenting."

Drugs have become a topic of concern in virtually every strata of contemporary society. Counselors are increasingly being called upon to play a role in drug education programs and drug related counseling. Joel Goldstein of Carnegie-Mellon University cautions us in his article "Drug Education Worthy of the Name" to learn to teach, not preach and to be realistic and knowledgeable about the use and effects of drugs. His article is abundant in resources, procedures and personnel selection suggestions.

Last, but not least, you will find Impact's first annual summer guide —a compendium of ideas, readings, practices, workshops and devices to make your summer an enjoyable but also a fruitful experience. With this goal in mind we've expanded our popular Bazaar section and listed many other resources in conjunction with major articles.

Till next fall!

Garry and Susan



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An Interview with David C. McClelland

Dr. McClelland distinguishes between achievement and other types of motivation—power, affiliation—and discusses ways in which counselors can incorporate these concepts into their programs to help clients set educational and career goals.

Rate Your Achievement Motivation **p. 11**

A self-scoring "measure" of your achievement motivation. Includes explanations of its rationale, construction and examples for usage.

Drug Education Worthy of the Name **p. 18**
by Joel W. Goldstein

Dr. Goldstein maintains that drug education is not education unless it seeks to explore the physical and psychological aspects of drug use with objectivity and with an understanding of students' emotional involvement in the subject. Goldstein outlines a strategy for planning a drug education program and lists a number of helpful resources.

Wrenn on the Contemporary Counselor **p. 38**
(A condensation of a new book)

The author of **The Counselor in a Changing World** presents his viewpoints and concerns for the seventies. The field today calls for "caring" counselors—those who can overcome their own "hangups" when dealing with clients, those who are willing to reform counseling practices in light of current social patterns. This is the first in a series of condensations to be featured in Impact.

Can Parents Make the Difference? **p. 50**

Impact looks at some techniques and programs used to prepare parents for "parenting." Some old concepts—listening, fostering independence, using non-verbal communication—have been reformulated into a number of programs to teach parents to consciously participate in their children's development.

What to Do With Your Summer Vacation **p. 26**

(A compendium of facts and fun to better prepare you for helping)

Impact created this potpourri of ideas and resources to help you loosen up, break out of a few old patterns and take a look at your counseling approach and lifestyle. Includes an extensive list of summer workshops, books, games, etc.

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impact
SUMMER 1972 The Magazine for Innovation and Change in Counseling

Volume 1
Number 4

Impact is produced by the ERIC Counseling and Personnel Services Information Center and published by The University of Michigan.

SUBSCRIPTIONS: **Impact** is produced four times each year: Fall, Winter, Spring, and Summer. It is available at a yearly subscription price of $6.00, or $1.75 for a single issue.

ADDRESS correspondence, subscriptions, and changes of address to:
IMPACT
P.O. Box 635
Ann Arbor, MI 48107

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This magazine was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education or **Impact** position or policy.

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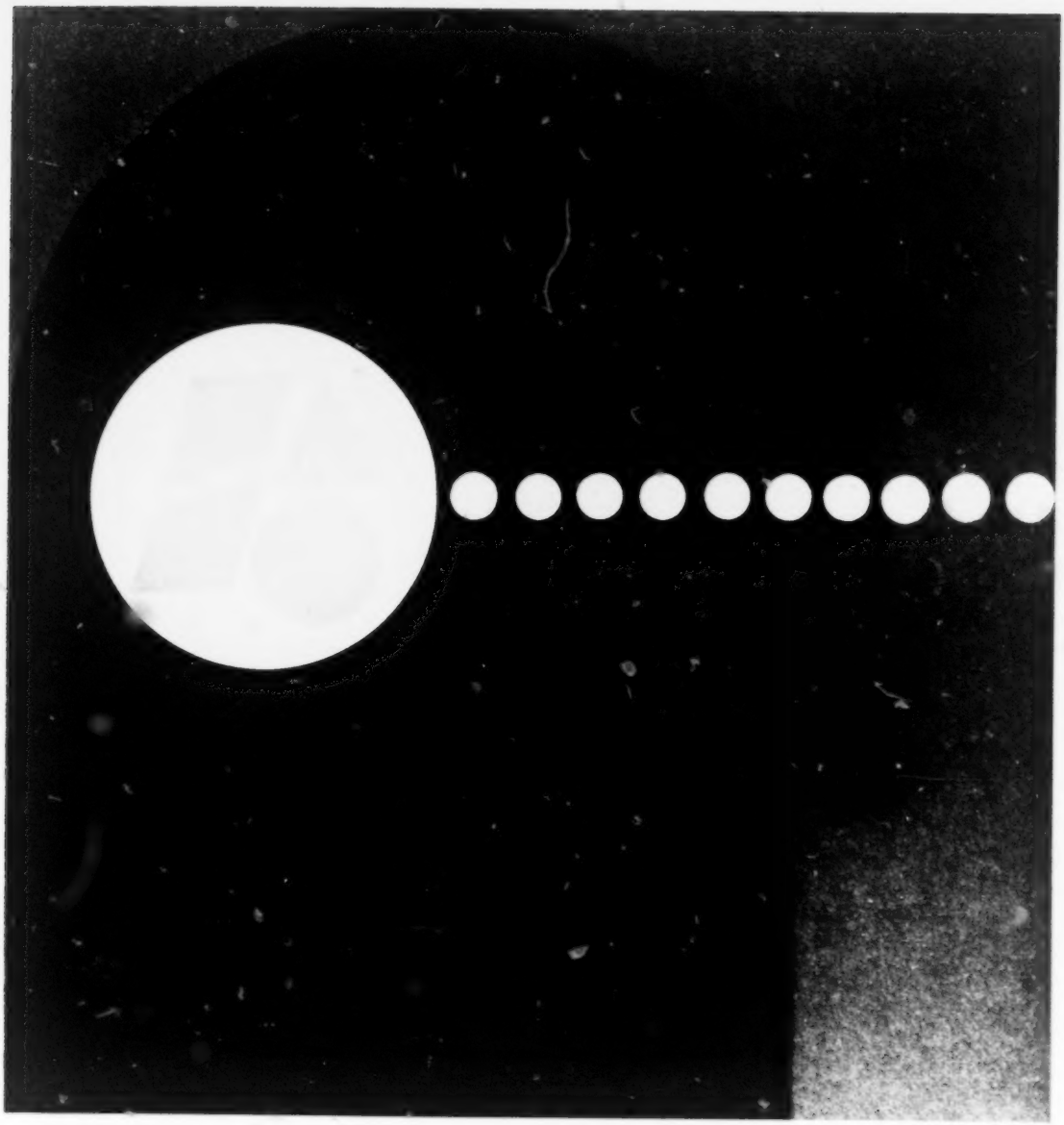
Viewpoint on the Need to Achieve



An Interview With David C. McClelland

Diagrams and illustrations used by permission of Education Ventures, Inc., Middletown, Conn.

David C. McClelland, Professor of Psychology in the Department of Social Relations at Harvard University, is an acknowledged leader in the field of achievement motivation. He has studied the achievement motive both in the United States and abroad and has published over 80 books and journal articles on the subject. He is also an advisor and Board Chairman of McBer and Company which produces achievement motivation programs and materials.

The **Impact** *staff interviewed Dr. McClelland by telephone to draw from his knowledge of achievement motivation—its characteristics, measurement and applicability to the helping professions. We are pleased to present his thoughts and insights in this issue.*

Impact: Can you give us a succinct, yet comprehensive definition of achievement motivation as you see it now?

McClelland: I'm glad to do that because it is so often misunderstood. The problem is that the word achievement means any kind of success, it's a synonym for success of any type. Of course that's not the way we use the word technically when we're talking about the need for achievement or *n*-Ach. That's why I always prefer a technical term like *n*-Ach to make it clear to everybody that what we have in mind is really much closer to an efficiency concept, that is doing something better, shorter, faster, quicker, whatever it may be, whereas the term achievement can of course refer to other types of success such as those in the power achievement area. You could win a battle in a war and that's achievement in the broad sense. But in the narrow sense it's a power success and does not necessarily deal with efficiency or doing something better.

Impact: Could you broaden out the term "achievement motivation" a bit? Do you see it relating to achievement in work, school work, or in relation to one's entire life style?

McClelland: Well, as I say, it really has to do with efficiency; if you substitute that concept then you can ask yourself to what extent does the concept of efficiency relate to doing well in school. The answer is that there is not a very close fit between doing well in school and being efficient. There is some relationship but obviously doing well in school means you involve your desire to please the teacher; you perform the way your teacher expects you to perform; you are creative or conforming in ways that really don't have anything to do with efficiency as such. We find that generally there is a low or negative correlation between the need for achievement and grades in school. The kids with higher need for achievement do not by and large do better in school.

Impact: Which instruments have validity in measuring the basic need to achieve?

McClelland: Well, of course, there is always a problem of definition. You can claim that something you've measured is the right way to measure it but as far as I'm concerned the critical issue is whether the measure tells you anything about what the person will do in a variety of situations. Some people, of course, are only interested in predicting grades in school or academic achievement. If they are, then a measure of achievement motivation won't help them. On the other hand there are measures, self report measures, in which you ask kids how much they like to study. By and large, those measures will predict how well the kids will do. When you ask a kid who is doing well in school whether he likes to study, quite often he will say yes. A student who is doing poorly in school will usually say no. You get a correlation between self-report in achievement drive and doing well in school; but it's really just asking the same question in a different way.

Impact: How could a counselor go about exploring students' achievement motivation levels and what could he do as far as implementing some things that may increase this particular motivation level?

McClelland: As a first step the counselor should

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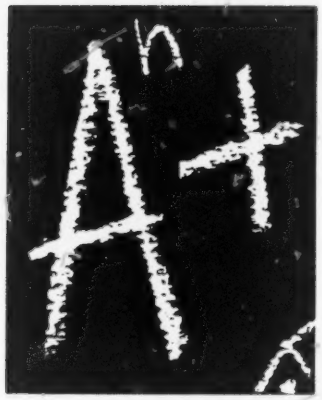

clearly understand why he is interested in achievement motivation. I'll assume that he really understands the concept and isn't interested in trying to make the kids do well in school but rather in helping kids find themselves and decide what their goals in life should be. Now the need for Achievement specifically prepares people for careers as entrepreneurs, that is, people who like to undertake things on their own and thus develop better and more efficient ways of doing them. More specifically, these are careers in business—particularly sales or promotional work—because in sales you have charge of your own work and you're always interested in doing better, that is, getting more sales for less work on your part. That is the kind of career line that a person with achievement motivation is apt to turn his potential toward.

Impact: Are there measures other than the TAT that would give counselors an indication of a student's achievement motivation level?

McClelland: Yes, there are. Some are being developed but they aren't organized in any specific kit. Of course the direct way to do it is to see the way you think about things through the TAT, the indirect way is to pay attention to certain actions that we know correlate with a high need for Achievement. For example, some boys that are high in need for Achievement spend a lot of time at what we call constructional activity—at a certain age they'll be making model airplanes or building something with their hands, making radios, or something which gives them a lot of concrete feedback on how well they're doing. To some extent they also do well at games, but not necessarily the games that involve power motivation. The kinds of games that these kids are apt to be good at are ones that they play against themselves, where they can check and see how well they are doing or whether they are improving their ability to do it, as in constructing a model airplane. They are not competing with someone else, they are seeing if they can do it well. This method of observing children is more indirect—it involves good judgement and takes more time. Thus, the only alternative to the TAT is to find out what activities they are engaged in.

Impact: Professor McClelland, might a counselor or teacher use achievement motivation concepts as a basis for helping a student make decisions about careers that he might train and enter, that is, given that he has an entrepreneurial kind of orientation?

McClelland: Well, it might be done, but, of course, the problem is that the counselor mustn't take what the student says at face value. We know that students, by and large, do not know whether they have achievement motivation or not. That's why we give them the TAT. If they tell you they are achievement motivated, oriented or whatnot they may not turn out to be that way at all. So part of the counselor's job is to decide if people have the interest and motives that they say they have

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or want. Our culture is one in which a kid usually says he wants to achieve. That's simply because he doesn't understand the narrow sense in which we use the term. So it's part of the counselor's job to sort out the different kinds of goals that people have. One kid may have a goal or position, and if he talks in terms of efficiency, he begins to clarify if achievement is truly one of his goals or whether he just wants to be a success—admired, recognized and respected by his peers and family—that's a power goal, not an achievement goal. I would say that the counselor's job is to understand motivation theory motives and measures well enough so that he could talk sense to a kid about goals without confusing him.

Impact: Could you be more specific about power versus achievement motivation?

McClelland: Usually, achievement motivation is associated with success in business, particularly sales. Power motivation is associated with political leadership and with teaching and working in mass media, like a newspaper man, with occupations in which you have a chance to have an impact on people, which is the goal of power motivation. A third motive, affiliation motivation, is associated with forming relationships. It is not a good motive for future farmers because farmers generally don't have a chance to affiliate much. The counselor

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really should become familiar with the ways in which these various motives enter into making a person happy with his career.

Impact: Are there any school systems or individual counselors utilizing either achievement, power or affiliation motivation in this manner?

McClelland: In a lot of places now they are using what we call psychological education. Some times it is called humanistic education. I prefer the term psychological education. Basically what it is is an attempt to provide a means for the kids to analyze and understand their own motives. Educational Ventures Incorporated in Middletown, Conn. now has a lot of materials available largely for junior high teachers and counselors, materials that enable them to help kids through a self-analytic procedure to find out where they are and learn

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enough about these motives so that they can set new goals or change their basic motivations if they want to. Then there are also multi media shows prepared by Intermedia Systems Corporation, Cambridge, which explains very clearly to kids what the differences are among need for Achievement, need for Power, and need for Affiliation which help clarify in their minds what it is they are interested in.

Impact: Do you have any data on outcomes in this kind of training with students.

McClelland: Well, there is a lot of work that's been done on the effects of achievement motivation training. Basically the effort was made by Alshuler and his associates to discover whether or not children who received achievement motivation training were apt to be more entrepreneurial and energetic outside the school because it was felt that, as I said earlier, achievement motivation didn't necessarily lead to higher grades. There were some age and sex differences. That is, the type of training that was most effective for boys and girls differed somewhat and it also differed a little bit for two different age groups. It proved generally most effective, as I recall around the eighth or ninth grade. They found that the kids who had undergone training were definitely more exploratory in seeking opportunities outside the school environment to discover what kinds of career they wanted to follow, what type of education they wanted. It gave them a much more pro-active stance. They participated much more in planning with their teachers than did comparable kids who had not been through the training.

Secondly, another major study was undertaken by Professor DeCharms at the Washington University, School of Education in St. Louis. He was working quite differently. He didn't work so much with the kids themselves but rather with the teachers. He wanted to know if achievement motivation training for the teachers changed their attitudes toward their pupils in ways which would affect how well the pupils learned. He found that this was true—especially in working largely with ghetto children, black children, who were behind national norms. He found that teachers who had been exposed to achievement motivation training were able to use those techniques on the children and the children gained much more quickly in terms of academic test performance than children not in such classrooms. We feel that the reason this training worked for the teachers is not so much that it increased the teacher's achievement motivation but that it taught the teachers some new ways of managing their classrooms and ways of understanding the motives of their children so that they could take better advantage of motivations in teaching. One of the key problems that teachers have to learn is that not all students are motivated in exactly the same way. And making the teacher sensitive to the varieties of human motivation and exactly how it expresses itself gives the teacher a chance to discover how to motivate different children in her class. That has a very beneficial effect on how fast the children in her classroom actually learn.

Impact: Would you say that this would have to be on a voluntary basis?

McClelland: I'm not sure what that means. In the DeCharms experiment, certainly, the teachers had to volunteer to take the training and go away for a week, but I don't know that the pupils in the classroom volunteered to have that kind of teacher. If you're talking about older kids who themselves get motivation training, it is usually better if it's voluntary, although we don't know that for sure. We don't find that kids object to this kind of training. They much prefer it to ordinary classroom experiences, because it's more fun and more games and they don't sit at their desks all the time. They get up and do various things that they like to do, so actually, that issue has never been an important one.

> . . . the counselor's job is to understand motivation theory and measures well enough so that he could talk sense to a kid about goals without confusing him.

Impact: You mentioned sex differences in motivational training and that, of course, is an issue. What are the differences between sexes in regard to the achievement motive and the affiliation motive?

McClelland: The problem with achievement motivation as far as girls is concerned is that culture

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tends to punish girls who get too far ahead. Dr. Matina Horner has shown very eloquently that most women or many women in our society have a fear of success, because if they really are outstanding they fear that their boyfriends will look down on them or that their parents will disapprove or somebody else will disapprove because they have career aspirations. So, it's really hard on girls. There's some ambivalence about being really successful and, according to traditional norms, they have to channel their achievement desires to certain restricted areas which aren't really along career lines. Now, that may be changing, but the fact is that it's a much more complicated situation for girls than it is for boys.

Impact: Do you think that that is changing today with the women's lib movement?

McClelland: Oh, yes, I think it is. But I think it's changing more in the mass media than it is in the actual interpersonal world that girls have to live in. Girls may read in the papers that things are changing, but they have to be concerned about whether boyfriends really accept the change.

Impact: Would you see it as more of an external rather than an internalized type of change?

McClelland: Yes, I'm afraid so. I'm not suggesting that it shouldn't change; I'm just suggesting that it's much more of a problem for girls and that, therefore, they have to discuss and face the problem and figure out for themselves just how far they want to push various things. I don't think there's any use in hiding the problem under the rug and any counselor or teacher who gets into this ought, probably, to discuss the problem of woman's role and how it sets, traditionally at any rate, some limits on what women can do.

Now, we have also tended to find other differences in types of training that girls and boys like. The results are quite complicated, but we have found that kids don't always like to set their own goals in a classroom situation. For example, in our restructured mathematics classes, kids are supposed to set goals of how many problems they're going to do by, let's say, Friday. Then they get graded in terms of how many problems they solved—whether or not they achieved the goals they set for themselves. This makes some kids feel insecure and they want more structure; they want to be told what to do. Developing motivation is not always a happy experience. If I recall correctly, in the particular school we worked in, girls were more willing to go into this goal setting thing than boys were. Boys wanted to be told. So, there are sex differences in responsiveness to different types of motivation training.

Girls may read in the papers that things are changing, but they have to be concerned about whether boyfriends really accept the change.

Impact: You've mentioned indirectly, child rearing practices in some of your texts. Could you comment on parents' reactions to children, the importance of independence training and so on?

McClelland: Yes, I think the critical matter in developing achievement motivation is that parents and teachers pay very close attention to where kids are at, what they are capable of doing. Elders tend to set standards that are beyond children's abilities. This creates anxiety, test anxiety, fear of failure, lack of self confidence, and all sorts of timidity and general unwillingness to try things on their own. The key thing is to put expectations just a *little* ahead of capabilities. And, of course, that may be hard for the teacher to do in a classroom of 30 kids. She may not be able to set goals for each kid that are just beyond his or her ability, but I would say that the critical matter is close

the critical matter [in developing achievement motivation] is close attention to what kids can do and setting goals that are just a little bit ahead of what the kid has done previously . . .

attention to what kids can do and setting goals that are just a little bit ahead of what the kid has done previously—if you want to develop achievement motivation.

Impact: Going along with this idea—there have been criticisms of the Protestant ethic "taint" of achievement motivation training programs. Things are changing now and the ethic is no longer true for many, especially young people. That is, there may be more of a movement towards affiliation needs. How do you see this taking place?

McClelland: There are a lot of things I would like to straighten out about that. I don't blame people for associating achievement motivation with the Protestant ethic because in my book, *The Achieveing Society*, I did connect achievement motivations in the modern era with the Protestant reformation. However, I thought I also made it clear that there is a tremendous difference between the Protestant ethic and achievement. Achievement has occurred all over the world in places where there has never been any Protestantism or any Christianity for that matter. I was living in Ethiopia three or four years ago and I discovered a small tribe there, the Gorage, who score very high in *n*-Achievement, and they certainly had no contact with the West at all. So this concern for efficiency, can develop

> . . . young people . . . are rejecting power, not achievement motivation. They are rejecting the need for Power, the pursuit of success, the symbols of success.

quite independently of the Protestant ethic. That's one point. Another is this belief that young people today have rejected achievement motivation. This represents a classic misunderstanding both on the part of young people and the people who criticize them. In technical terms, I think the young people I've seen are rejecting power, not achievement motivation. They are rejecting the need for Power, the pursuit of success, the symbols of success. As I am fond of saying to them when they say they are not interested in achievement, I say, "you mean you want to play the guitar badly?" Achievement motivation only has to do with doing something well; you can play a guitar well. If you're going to go out and build a hut in the woods, which a lot of them are doing, does it mean you want to build a hut that leaks and would blow down with the first gust of wind that comes along? They say no, we don't mean that, we mean we don't want a split level ranch house. Well, a split level ranch house is a symbol of power; what they're telling me is they're not interested in that. I think there are lots of reasons why they turn off to power motivation. Many of them feel that our country has abused power motivation in national affairs, in terms of racial oppression, and in the international arena. So they have turned against power. I don't think they have turned against achievement.

Impact: What about the goal setting phase of achievement motivation? Many students seem not to want to look beyond tomorrow or the next day. Do you agree?

McClelland: Well I think yes, in the career sense. I was out yesterday with a group of young people who were constructing a plastic bubble for a house in the woods. I asked them what their plans were and they said that their plans were to build this plastic bubble and live in it. Of course I meant what careers were they going to follow. There are a number who have renounced standard vocations —becoming a lawyer or teacher or businessman or something like that. This does not mean they don't have achievement motivation; it simply means that they are not hooked up with career aspirations at the moment. This doesn't mean that they aren't planning ahead, they are desperately planning ahead as to how to make a better plastic bubble; they're planning all the time.

Impact: These students you speak of are probably at least middle class people. Could we return to child rearing practices again, but relate them more to disadvantaged people? Do you have any specific suggestions or ideas regarding pre-school or elementary training in achievement motivation for these kids?

McClelland: I think the application of these concepts depends a lot on what groups you are talking about. Middle class parents should probably let up on their kids a bit; they induce some of this revolt by exerting so much pressure. We can see in the general sense that the kids revolt against power pressures. On the other hand, if you're dealing with the so called underprivileged groups or disadvantaged groups (even that terminology is suspect these days) you have to realize that they simply haven't internalized what we call middle class values—being on time, driving for career success and so on. They haven't internalized it quite frankly, because they knew darn well there wasn't any chance to get ahead, there was no

> Middle class parents should probably let up on their kids a bit . . . kids revolt against power pressures.

point in internalizing values if they didn't lead you anywhere. With these groups the problem is really quite different and you have to start realistically with what the chances for success are and work with parents and with leaders to develop an atmosphere of encouragement for the kinds of values that do lead to success in our culture. I believe very much that outsiders should not set these

goals without strong participation by the people actually concerned. People like me shouldn't make generalizations about what I could do with an urban environment when I really don't know anything about the situation they are in. I think they could call me in as a consultant, I would be glad to try to help them set goals, but realistically they know much better than I do the situation they are in.

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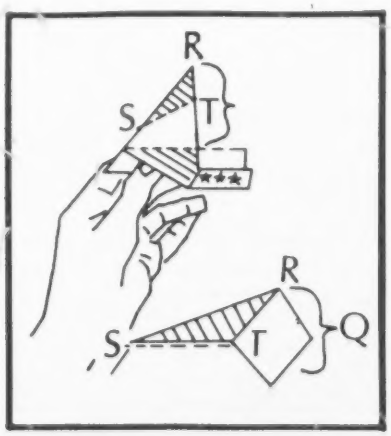
Impact: Would you say then that your role may be more in helping develop the action strategies that would help these people to accomplish their particular goals?

McClelland: Right. I can be a kind of technical consultant, but I would hesitate to set their goals for them. There is too much "doing good" from the outside, too much of a history of treating blacks as victims instead of working on the structure that produces the state of mind they're in. I think we could be more useful at this latter point than we could in trying to treat black children. We put them in the position they are in and we have to try to change the attitude of our structure in order to allow them to create their own personal goals and careers.

Impact: Could you elaborate on the materials you have developed through Educational Ventures and how some of these ingredients could be implemented into various settings—for example, the goal setting form, the "who am I" form, the origami game? Is there a certain procedure or order in which these materials can be incorporated?

McClelland: Well, I don't know, we've tried all kinds of alternatives to that, it's a little hard to say any one is definitely more effective than another. For example, with younger children we concentrate more on what we call the action games, like the business game, ring toss, some of the "jobplays" where kids can really get up and set performance goals. With older children we concentrate more on what we call thought strategy, that is, teaching them how to think like a person with high achievement motivation. This seems to be a generally effective way to go about it. I think my overall conclusion is that I would leave full initiative to the teacher to decide just exactly what she wants to do and is comfortable doing. I think flexibility is the order of the day and also once the teacher really understands what she is doing, she can vary what she does and how she does it depending on where the student is at the time. In other words, I'm trying to avoid giving a kind of cook book approach. Professor DeCharms found that the best thing of all is to treat the teacher as an "origin," she should feel she can originate what to do in the class as long as she knows the general types of games and exercises that are available. She can try one and then try another and use whatever one seems appropriate at the moment.



Impact: In other words there hasn't been any real formula developed that says you do this first and this second?

McClelland: Right. There is a tradition, but even that has been broken. With adults, we used to teach them about motivation first, that is, we taught them the thought patterns first—what is a motive, how does it express itself in thought, how do you code it, things like that. With younger children we didn't really go into that at all because we weren't sure they could understand it. Instead we just taught goal setting and some of the action strategies and that seemed to work pretty well.

Impact: What kind of follow up is required to get people to retain achievement motivation?

McClelland: Well, we've done a lot of moderately long term follow up, a year, two years, three years, and certainly there is some tendency for the effect of a short term program to wash out if there isn't some support for it. This is one reason why I feel that Professor Alshuler's approach which he carried out in collaboration with me may not prove as effective as Professor DeCharm's approach because we concentrated on changing children in a one or two week period. Then the children went back into a school which didn't understand or encourage what we had been trying to do. I tend to think that the effects of our training washed out, whereas in the DeCharm group they concentrated on the teacher and once you have changed the teacher she stays changed and she changes her behavior in the classroom throughout the whole year. DeCharm found that the number of years that the teacher received training affected the outcome very much. If he had a teacher in the seventh grade and also in the eighth grade who had had achievement motivation training, the outcome was better than if he had had only one

teacher in one of those grades who had had achievement motivation training. So clearly, the long term effect depends on whether the input continues.

Impact: And whether it would come from different sources?

McClelland: Right. Even earlier studies that David Kolb did show that kids who went back into lower class homes where these things were not encouraged did not, by and large, show a long term effect, whereas kids from the middle class homes tended to get the same kind of stimulation from their parents they had gotten in training, and their changed behavior tended to be maintained.

Impact: Do you foresee a combination of teachers and support personnel in the school system working with parents to help their children develop achievement motivation?

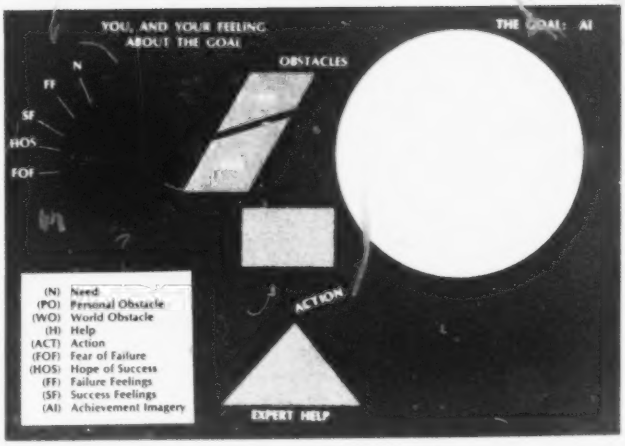
McClelland: Sure, I don't see why not. I mean counselors could work up sessions for parents as well as for teachers and students. I think the more everybody in the process understands what is going on the more likely you are to have effective change.

Impact: Would you recommend Alshuler's book, *Teaching and Achievement Motivation* for teachers and parents?

McClelland: Sure, that's the best source by far of ideas about input in our training courses. They describe a variety of different inputs that teachers can use in training their kids. It is oriented toward rather intensive courses for kids, whereas the DeCharms approach is oriented around spreading the input out over a whole year. It really depends on whether you are interested in an intensive approach which is not so easy to fit into a school schedule or whether you're interested in the extensive approach where you do a little bit every week for a whole year.

Impact: What should a teacher or counselor do to learn more about achievement motivation?

McClelland: Well, I think if a teacher or counselor is interested in achievement motivation the very first thing to do is to send for a copy of *Teaching Achievement Motivation* by Alshuler and others from Educational Ventures, Inc., Middletown, Conn. Also, I think that the company sends out samples of some of the materials that can be used in the classroom. After reading through those materials and reading through the manual, the teacher has to decide whether she can go ahead and work from that material. It's basically do it yourself material. We have found that in many cases teachers simply don't feel enough self confidence to go ahead themselves without any help. Of course, it is better if you can get help, the problem is that you have to find money to pay for it. EVI is willing to set up three to five day workshops that help people understand how to use the materials, and not only EVI but other institutions are prepared to do that. You'd have to write EVI to get the exact



costs. Again, the best contact would be Educational Ventures, Inc. or maybe McBer and Company, 675 Massachusetts Avenue, Cambridge, Mass., which offers public seminars from time to time. In a few instances some of the schools of Education will start offering Summer courses on psychological education. I think it is just a matter of time before they become more generally available.

Impact: What kind of relationship do you see between achievement motivation and the current emphasis on affective education?

McClelland: I think they are very much a part of the same movement. I think affective education essentially involves all kinds of games and exercises which arouse students' interests and emotions in a variety of ways with the goal of self-examination and understanding. Achievement motivation is a more directed form—a more specific sub type of affective education.

Impact: Would you say that achievement motivation training is for everyone? That is, can the help in goal setting and other types of training help those whose motives are more power or affiliation oriented?

McClelland: I meant to say earlier that achievement motivation training clearly has effects that are more general than just increasing achievement motivation. You do teach a person general habits of self study and they give him a lot of knowledge about himself that is useful later on even if he doesn't want to develop his achievement motivation. I would stress that this type of motivation training has general values, it isn't geared *just* to develop achievement motivation, although this is its primary purpose.

Impact: *Impact* has a futurist advisory committee that speaks to developing new kinds of appropriate coping behaviors for the changes which are occurring in our society. Top among these is helping individuals develop more spontaneous and depthful kinds of relatabilities. By learning to relate and communicate they use concepts of efficiency as they relate to interpersonal behavior. So, the question is—can you apply achievement motivation con-

cepts, especially efficiency concepts in making people more effective in affiliation kinds of motives?

McClelland: There is always a problem when you try to transfer a concept like efficiency from one motive system to another. If you apply efficiency to the affiliation motive, you end up with a kind of old "charm school" concept. You can train people to be very efficient in how they smile, when they smile, how much of a smile they give to what kind of a person and so on. That kind of cold calculating approach in affiliative behavior is obviously very inappropriate and readily recognized by the person receiving the smile as calculating, and therefore, less than honest, spontaneous, affiliative behavior. I think there is a lot of misfiring in attempting to apply the efficiency concept to other motivational areas. This is one of the reasons young people are so upset about what they call the technological society, or the consumer society in which all of life tends to be evaluated by the efficiency concept. I personally think that it is a mistake to overgeneralize the efficiency concept to all areas of life.

Impact: So in effect, the attempt to more generally utilize achievement motivation concepts would be inappropriate?

McClelland: Yes, I think you can push it too far. Just because we happened to study achievement motivation first doesn't mean that it is the only worthwhile motive.

Impact: If you had your druthers in regards to what is to be done in public education relative to achievement motivation training, what recommendations or suggestions would you make?

McClelland: They tend to be more system kinds of things. Having worked with various school systems here in the Boston area, I think that I would like to see more teacher-supervisors trained in psychological education so that they can run workshops for the future. That, unfortunately, is something that we haven't been able to bring about. Supervisors tend to cling to old modes by checking up on new teachers to see how they are doing, sitting in on their classrooms, filing reports for promotions and so on. Improvements in teachers are largely geared to going to school somewhere to get a Master's in educational psychology or something. My feeling is that we ought to be providing courses for teachers of a practical nature like psychological education and then I would leave it to the teachers. My experience is that most teachers, and counselors too, wish someone would develop a better system for helping teachers attend workshops as well as getting materials to them which they can use in class.

Impact: Do you find that teachers who take achievement motivation training are using its concepts in their own personal lives as well as in changing the structure and the means by which they teach?

McClelland: Well I don't think it's so much in their personal lives, although in fact we found that a good percentage of teachers got promoted pretty fast. I think most of them discover that teachers are high in what we call socialized power motivation, that is they want to have an impact on others for their own good, which reflects a power motive. They discover that achievement motivation is not so personally relevant although, again, the training has generalized effects that aren't specific to the achievement motivation area. Mainly, they understand their own motives better and are therefore better able to plan. But even more than that—a teacher who just finished such a course recently told me that it was going to be a tremendous help to her, mostly in the area of understanding why different kids were really turned on by different things. Somehow she hadn't realized that playing a competitive game like wrestling, which made her nervous, was actually enjoyed by other people. Things that she was not very interested in other people liked. She now understood some of those differences and thought that would make her a better teacher. She had understood that intellectually before, of course, but it's a different thing to really see it happen and to feel it yourself and observe the emotions of others.

Impact: Many of the young now are almost using *Greening of America* as a kind of bible. In it, Reich talks about the hip in the establishment, the individual who is trying to change the institution away from essentially entrepreneurial and power motives to affiliation and expressive values. The hip person says to individuals that *he* could live in that kind of environment but it's important for them to develop their own sets of values and give them much greater opportunity for expression than the level 2 kind of organization man has ordinarily afforded himself. What would you say of students who think in such a way?

McClelland: I think there is some of that in what we were talking about earlier. You can't apply the efficiency concept in affiliative areas. It becomes inappropriate to reduce all life to a one dimensional kind of existence. What we need is a lot of variety. I think the revolt against excessive emphasis on technology and efficiency is great, as long as you don't throw the baby out with the bath. Everything is appropriate in its place.

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RATE YOUR ACHIEVEMENT MOTIVATION

The following scale attempts to measure achievement motivation levels in relation to school, employment, family, community and leisure time situations. Further, it attempts to assess overall achievement motivation in terms of thinking and action.

It was devised by Robert Smith, an *Impact* Staff member currently conducting research in the area of achievement motivation. It is unique among achievement motivation scales in that it reaches beyond measurement of school and employment achievement patterns. It is based on present theories of achievement motivation, research on the thinking patterns and basic action strategies of the high achiever and other similar scales such as the T.A.T. (Thematic Apperception Test) and Farquhar's M-scales.

This scale is not meant to be definitive; it was designed to touch upon known principles of achievement motivation measurement in order to encourage you to view your behavior in terms of the achievement motive. (A fuller explanation of the scale and its rationale follows the instrument.)

Impact is interested in how readers score in achievement motivation and what they think about the instrument—its personal and professional usefulness. Please send us your reactions and scores (anonymously, if you wish) to Impact/Achievement Scale, P.O. Box 635, Ann Arbor, Michigan 48107.

SCALE DIRECTIONS

Rate yourself according to the following characteristics. Please circle one of the five categories following each characteristic. N=Never, S=Sometimes, 50%=50% of the time, U=Usually, A=Always.

In school work, I am (was)		**N**	**S**	**50%**	**U**	**A**
1. an achiever	1.	( )	( )	( )	( )	( )
2. productive	2.	( )	( )	( )	( )	( )
3. ambitious	3.	( )	( )	( )	( )	( )
4. competent	4.	( )	( )	( )	( )	( )
5. energetic	5.	( )	( )	( )	( )	( )
6. aggressive	6.	( )	( )	( )	( )	( )
7. thorough	7.	( )	( )	( )	( )	( )
8. efficient	8.	( )	( )	( )	( )	( )
At my place(s) of employment I am (was)						
9. an achiever	9.	( )	( )	( )	( )	( )
10. productive	10.	( )	( )	( )	( )	( )
11. ambitious	11.	( )	( )	( )	( )	( )
12. competent	12.	( )	( )	( )	( )	( )
13. energetic	13.	( )	( )	( )	( )	( )
14. aggressive	14.	( )	( )	( )	( )	( )
15. thorough	15.	( )	( )	( )	( )	( )
16. efficient	16.	( )	( )	( )	( )	( )

Answer each question how you really are, not how you would like to be.		N	S	50%	U	A
17.	Much of my spare time is well spent with my family.	17.	( )	( )	( )	( )	( )
18.	I am active in community affairs.	18.	( )	( )	( )	( )	( )
19.	I carefully plan recreational activities.	19.	( )	( )	( )	( )	( )
20.	I enjoy competitive recreational activities.	20.	( )	( )	( )	( )	( )
21.	Our family actively plays and works together.	21.	( )	( )	( )	( )	( )
22.	Our family works as a unit so we can use our time effectively together.	22.	( )	( )	( )	( )	( )
23.	I am active even during leisure time.	23.	( )	( )	( )	( )	( )
24.	When proceeding with a difficult task, I think of all the resources that may be available to me in order to accomplish the task	24.	( )	( )	( )	( )	( )
25.	I have a strong desire to be a success in the things I set out to do.	25.	( )	( )	( )	( )	( )
26.	I try to follow the rule: Business before pleasure.	26.	( )	( )	( )	( )	( )
27.	I thoroughly study candidates qualifications at election time.	27.	( )	( )	( )	( )	( )
28.	I take an active part in organizing and seeing that parties are entertaining	28.	( )	( )	( )	( )	( )
29.	I can keep my mind on a task for a long period of time.	29.	( )	( )	( )	( )	( )
30.	I would rather work with an expert in the field than with a friend or someone I know.	30.	( )	( )	( )	( )	( )
31.	In most projects I would rather take personal responsibility for completion than be only a contributor.	31.	( )	( )	( )	( )	( )
32.	I think what is best for the family, discuss it, and then work toward that goal.	32.	( )	( )	( )	( )	( )
33.	I like to undertake projects that involve some risk	33.	( )	( )	( )	( )	( )
34.	Planning activities in advance doesn't take the fun out of life.	34.	( )	( )	( )	( )	( )
35.	I have a tendency not to give up easily when confronted with a difficult problem.	35.	( )	( )	( )	( )	( )
36.	The thought of losing is less painful than succeeding is pleasurable.	36.	( )	( )	( )	( )	( )
37.	I take the time to keep abreast of national affairs.	37.	( )	( )	( )	( )	( )
38.	I play an active role in several community clubs and organizations. e.g., zero population growth, pollution control.	38.	( )	( )	( )	( )	( )
39.	When working on a committee, I like to see that plans are followed through efficiently.	39.	( )	( )	( )	( )	( )
40.	I prefer to know how I am progressing and to obtain concrete feedback when working at a task.	40.	( )	( )	( )	( )	( )
41.	While working on a task, I think of how it will feel when and if the task is successfully completed.	41.	( )	( )	( )	( )	( )
42.	Despite the uncertainty of the future, it pays to make plans.	42.	( )	( )	( )	( )	( )
43.	I finish things that I start.	43.	( )	( )	( )	( )	( )
44.	When engaged in leisure time activities, I try to strive for excellence.	44.	( )	( )	( )	( )	( )
45.	I prefer things to be challenging (involving some risk of failure).	45.	( )	( )	( )	( )	( )
46.	I intentionally set time aside so that I can help to develop efficient expenditure of community funds and provide the most effective community functions.	46.	( )	( )	( )	( )	( )
47.	When playing a game, I like to fully know and understand the rules and regulations.	47.	( )	( )	( )	( )	( )
48.	When involved in a task, I sometimes think of how I may feel if I fail.	48.	( )	( )	( )	( )	( )
49.	I set goals for my lifetime.	49.	( )	( )	( )	( )	( )
50.	I prefer projects that require an intensive effort or a long term commitment.	50.	( )	( )	( )	( )	( )
51.	I feel that my present work is meaningful.	51.	( )	( )	( )	( )	( )
52.	When proceeding with a task, I will list (mentally or in writing) those obstacles outside of me that may hinder my completing the task.	52.	( )	( )	( )	( )	( )
53.	I thoroughly explore the environment before making decisions.	53.	( )	( )	( )	( )	( )
54.	As a family unit we carefully pre-plan our activities.	54.	( )	( )	( )	( )	( )
55.	I like to know how I am performing when working on a task.	55.	( )	( )	( )	( )	( )
56.	When working on a difficult task, I am aware of and try to improve personal weaknesses that may hinder successful task accomplishment.	56.	( )	( )	( )	( )	( )

SCORING

The higher your score, the higher your tendency toward achievement motivation. All questions are to be scored as follows:

N (Never) .....0 points
S (Sometimes) .....0 points
50% .....1 point
U (Usually) .....2 points
A (Always) .....3 points

SCALE DESCRIPTION

AREA	POINTS POSSIBLE
1. Achievement motivation in academic areas (Questions 1-8)	24
2. Achievement motivation in employment (Questions 9-16)	24
3. Achievement motivation with family (Questions 17, 21, 22, 32)	12
4. Achievement motivation in community affairs (Questions 18, 27, 37, 38, 46)	15
5. Achievement motivation in relation to leisure (Questions 19, 20, 23, 28, 44)	15
6. General Achievement Motivation:	
High achievement motivation thinking (Questions 24, 25, 36, 41, 48, 50, 51, 52, 56)	27
High achievement motivation action. (Questions 26, 29, 30, 31, 33, 35, 39, 40, 42, 43, 45, 47, 49, 53, 55)	48
TOTAL SCORE POSSIBLE	165

If you are truly achievement motivated, you'll want to know how well you did. The following interpretation has, at best, informal validity:

148-165: You can leap tall buildings at a single bound
128-147: You are presidential material
115-146: Flap your wings—you can fly if you try
99-114: More effort required; are you by any chance affiliation motivated?
83-98: Add again. If you still get the same score, maybe you're too modest.

EDITOR'S COMMENT

The achievement motive is simply one motive among an infinite number of motives within an individual's personality. The strength of the achievement motive will vary as will those of other motives, depending upon individual circumstances and value systems. In developing this scale, no implicit value was placed on the achievement motive over and above other motives—affiliation, power, etc. It only attempts to focus on one motive; other scales have been developed to measure other motives.

It is believed that everyone possesses the motive to achieve. Everyone thinks at some time of accomplishing certain goals in the best way possible.

This desire is manifested in various ways and channeled in different directions. However, research has shown that certain achievement thoughts are especially characteristic of people with a high need to achieve. The following thoughts characterize "achievement thinking":

1. **Desire for excellence**. The high achiever (or one who has high achievement motivation) tends to be competitive not only with himself but with others. He wants his accomplishments to be unique and is anxious to make an intensive, long-term commitment to task completion.
2. **Need**. The high achiever has an intrinsic desire to achieve.
3. **Action**. The achiever initiates planning directed at achieving excellence.
4. **Hope of success and success feelings**. Expectations for success are high; the high achiever is personally rewarded by success.
5. **Fear of failure and failure feelings**. There is a tendency for the high achiever to worry about failing, even before anything happens. If failure does occur, the higher achiever is greatly deflated.
6. **World obstacles**. The high achiever examines external obstacles and tries to formulate ways to get around them in order to achieve his goals.
7. **Personal obstacles**. The high achiever looks at his own weaknesses and tries to compensate for them or overcome them.
8. **Help**. The high achiever is always conscious of resources, help, ideas etc. which will allow him to achieve his goals. He examines these sources of help and chooses the best possible sources from them.

In addition, four behaviors have been found to characterize the high achieving person. These characteristics combine to comprise an energetic and innovative individual who is highly concerned with improvement, doing things faster, better, more efficiently.

1. **Moderate risk taking**. In a new situation where a person must rely on his own skill, the high achiever takes carefully calculated *moderate* risks. He sets goals that are challenging, but not goals that are unreasonable or too simple and undemanding.
2. **Use of immediate concrete feedback to modify goals**. The high achiever likes to know how well he is doing. Thus, he seeks situations that offer regular concrete feedback about his progress or lack of it, and *uses* feedback to modify his goals or behavior.
3. **Personal responsibility**. People with high need to achieve like to test how much they can do. They like situations where they can take personal responsibility for successes and failures. Typically, they initiate activities in which they can assume personal responsibility.
4. **Researching the environment**. Persons with high achievement need, approach new situations with a style that is alert, curious, and *intentional*. They might be described as "sizing up" the situation, checking out limits and possibilities—with a goal in mind.

Quantity reprints of "Rate Your Achievement Motivation" are available at minimum cost. Write Impact/Achievement, P.O. Box 635, Ann Arbor, Michigan 48107.

If you would like to learn more about achievement motivation, there is a *Searchlight* (5R) and a list of current books on achievement motivation available for $1.00. Write Impact/Searchlight 5R, P.O. Box 635, Ann Arbor, Michigan 48107.

If you have enjoyed **Impact** this year, you'll have even more to enjoy next year! **Impact** will be published bimonthly and will feature topics such as: adoptable group processes, accountability (what does it entail and how can we make ourselves accountable?); a relevant career guidance approach which includes start up and implementation procedures, materials and suggestions for evaluation, the counselor and human sexuality; conducting your own program evaluation; changing agentry development and techniques and preparation hints for counseling various minority groups.

Because **Impact** has been so well received we are able to offer two additional issues with **NO** increase in price. For further renewal pricing information see the inside back cover of this issue.

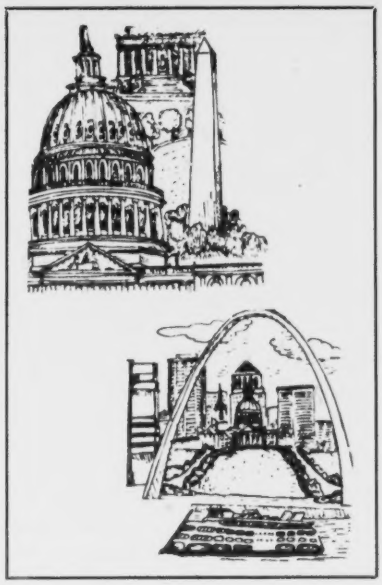
happenings

The summer months and early fall will bring a number of conventions of special interest for Impact readers. ■

Members of the **Association of College and University Housing Officers** have tentatively set their conference date for July 30-August 3. The Diplomat Hotel, Hollywood, Florida, will be the site for this conference and Harold C. Ritter, Director of Housing, University of Florida, Gainesville, 32601, is the contact person for the Housing Officer's convention. ■ **The American Federation of Teachers AFL-CIO** will be holding its convention at the St. Paul Hilton, St. Paul, Minnesota, August 14-18. Meetings are open only to members and Robert G. Porter, Secretary-Treasurer, AFT, 1012 14th St., NW, Washington, D.C., 20005 can be contacted regarding specific information about the meetings. ■ "Research and Development in Teaching" is the topic being discussed at the follow-up workshop to the February convention of the **Association of Teacher Educators.** The workshop will be held August 14-18 at the State University College, Fredonia, New York. Contact Melvin C. Buller, Executive Secretary, ATE, 1201 16th St., NW, Washington, D.C., 20036 for information about program activities and registration. ■ Contact Cindy Won regarding information about the **American Psychological Association's** convention September 1-8. Her address is APA, 1200 17th St., NW, Washington, D.C. 20036. Incidentally, an incentive to attend this convention—it will be held in Honolulu, Hawaii. ■ Finally, the **American Psychiatric Association** will be holding its convention on September 25-28 in St. Louis, Missouri. Walter E. Barton Medical Director, APA 1700 18th St., NW, Washington, D.C. 20009 is the contact person for this convention. ■

In highlighting some of the summer convention sites, conventioneers will be happy to know that there will be a variety of things to do and see along with conference meetings. ■

Hollywood, Florida offers an entertaining time for those attending the housing officers' convention. If you are a golfer, bring along your clubs because Hollywood is best known as Florida's "golfingest" city, a nickname it has earned by virtue of the fact that no fewer than 17 golf courses exist within the city limits. For individuals with varied interests, there are such places as Gulfstream Park, one of the nation's major racing establishments; charter boats for all types of fishing; and of course, there is Hollywood's six-mile stretch of public bathing which is highlighted by a 2-mile long boardwalk. For further information about Florida, contact the Greater Hollywood Chamber of Commerce, 33 North Federal Highway, Hollywood, Florida, 33022. ■



Finally, members of the American Psychiatric Association will be surprised to find out all of the things to do that **St. Louis** has to offer. For baseball fans, the St. Louis Cardinals will be playing at home on the 24th through 27th. Tickets can be purchased at the stadium. Also the St. Louis Cardinals football schedule will be underway. The St. Louis Fall Festival is scheduled for the end of September. As September approaches, further information regarding special activities during the festival will be announced. Other places to visit in St. Louis are Museum of Transportation, St. Louis Zoo, Planetarium, and cruises and excursions on historic boats. Write to the Convention and Tourist Board of Greater St. Louis for further information about the fall festival and other general information about St. Louis. ■

APGA's first field seminar was held February 11-13 at Virginia Beach, Virginia with the Virginia Personnel and Guidance Association as host. This was the first of a planned series of seminars to be held by APGA throughout the country to bring another service to the "grass roots." ■

The **U.S. Office of Education** will receive over 6 million dollars in the 1973 national budget. Of this amount Career Education made definite increases as a result of budget reorganization and an addition of 55 million in new funds. Vocational and Adult Education funding will remain at the same 1972 levels with the exception of a 2 million increase in curriculum development to assist the states and local educational agencies in adopting the career education concept. ■

Graduate and pre-doctoral internships in rehabilitation counseling and developmental disabilities are being offered at Devereaux Schools, residential centers for multi-disciplinary treatment, special education and rehabilitation in suburban Philadelphia. The internships cover a 12-month program with mentally retarded and emotionally disturbed children, adolescents and young adults. Stipends are $3,400 plus a housing allowance of $150 a month. For information contact: Dr. Henry Platt, Devereaux Foundation Institute of Clinical Training, Devon, Pa., 19333. ■

The Kiplinger Foundation has given the **American Board on Counseling Services** $2,000 to begin work on a national directory of counseling agencies and services qualified for membership in the new association ACHDS. The directory will be published in the fall.

WORKSHOPS GALORE!

See this issue of Impact's special section on things to do this summer—a number of workshops take place under the summer sun—some in your area. Be sure to look for them!

feedfore

We are really spreading our wings! For this issue, we contacted and received responses from twelve guest panelists with whom we shall be in touch from time to time in future months.

Respondents to our current question are:

Keith Barnes, Director of Counseling Services, Columbus (Ohio) Public Schools

Ralph C. Bedell, Director, National Education Studies, University of Missouri-Columbia

Ralph F. Berdie, Coordinator, of Admissions, Registration, Student Records, University of Minnesota

Thelma T. Daley, Past-President ASCA, Director of Counseling, Overlea (Baltimore) Senior High School

Glenn E. Fear, Counselor, Tipton (Iowa) Community School

Robert L. Frank, Professor of Counselor Education, University of Northern Iowa

Darrell Hines, President ASCA, Director of Pupil Personnel Services, Bellevue (Washington) High School

John C. Ormsby, President, New York State Personnel and Guidance Association, Director of Guidance, Haverling Central School, Bath, New York

Thomas I. Quinn, Coordinator, Career Information and Planning Service, San Mateo (California) County Office of Education

Bruce Shertzer, President-Elect, APGA, Professor of Education, Purdue University

Robert Zeller, Director, Early Childhood Training and Learning Center, Belleville, Illinois

Eugene J. Zola, Executive Director, New York State Personnel and Guidance Association, Inc., Albany, New York

The question which we posed to our panel was: What do you feel have been the most important developments and influences in guidance and student services during the past year or so which have implications for the future of the field?

Answers were varied, touching base with one another on several key points.

1. The U.S. Office of Education priority given to career education is changing the face of guidance and counseling.

The strong emphasis given to the career education concept makes it apparent that counselors will be called upon increasingly, to expend more systematic efforts on educational and vocational planning, not only for those students who are going to college, but for the noncollege bound as well. Career education may, thereby, bring changes in counselor education programs which will have to offer potential counselors a variety of intervention forms to enable them to work successfully with a group more diverse than has previously been served. While the future of guidance and counseling may lie in this altered emphasis, major changes in guidance will have to occur, including recognition of the need for the use of paraprofessionals, community resources, counselors, teachers and students in a team approach for the greatest possible impact on students. Career education itself may come to serve as a major and unifying force in education, from the elementary level through the post-secondary level. The major goal of guidance—stressing the decision making process—will thus become a major function of the counselor.

2. Changes in certification emphasize the need for professional assessment and open the door to more effective utilization of personnel.

The movement to change certification of counselors is calling for a reassessment of role in terms of community settings and relationships to other professionals, which, in turn, is leading to new models in counseling and guidance. There is continuing concern for achieving counselor identity in relationship to the use of both support personnel and more highly trained counselors. The concept of a career ladder for counselors, based on counselor skills rather than career prestige, has great implications for training at all levels. An integral part of this concept is certification through a process of performance criteria enabling the utilization of those who are prepared and who can perform but who do not meet traditional requirements. Such a change in certification will open the field to vigorous, effective people who have heretofore been eliminated. An increased emphasis on evaluation and accountability makes it virtually mandatory for counselors to be able to "define their role, evaluate their effectiveness, and demonstrate that they do make a difference." The experience of evaluating their effectiveness will force counselors to focus on student needs rather than institutional needs.

3. The educational "money crunch" is likely to have favorable as well as unfavorable results.

Taxpayer resistance to ever spiraling costs of educational services has already cut severely into counseling services. If counseling is to survive as a profession, it must have a "firm financial base" on which to operate. Counselors cannot realistically be expected to deal effectively with the concerns of others when they, themselves, are constantly threatened with professional annihilation. They must begin to lobby actively, at all governmental levels, through their professional associations, for state and federal funding of counseling and guidance programs for all rather than for the disadvantaged only. Congressional concern with new forms of taxation have great meaning for the profession. No longer is it sufficient for counselors to be concerned with the educational settings in which their students function; they should also be concerned with the "social setting"—that is, the world about them. The current attempt to introduce a "value added" tax has implications for student personnel work in that such a tax, which tends to be regressive in nature, reduces the occupational opportunity options for disadvantaged youngsters in particular. Counselors cannot, in good faith, present career options to youngsters, who, because of the tax structure, cannot hope to come out financially ahead while pursuing these options. The net amounts left to persons, after repressive taxation, particularly at entry level positions, are not likely to be genuine alternatives to remaining on welfare rolls. Therefore, counselors must continue to expand their interest in government action, especially in the area of taxation, and make their educated opinions known to their legislators.

The shortage of money has had at least one positive aspect. The recognition of paraprofessionals as legitimate members of the helping profession has been an important byproduct of the curtailment of professional funding. Institutions, concerned with budget problems as well as the need for accountability, can no longer afford the "luxury" of unlimited numbers of professional counselors. Paraprofessionals are a practical adjunct, and should be recognized and encouraged by professional associations.

4. Professional organizations are trying to become more responsive to the needs of minority groups.

The establishment of the Division for Non-White Concerns in Counseling and Guidance as a division of the American Personnel and Guidance Association hopefully will encourage stronger and more unified development than has previously been possible for programs, services and research activities to meet

the needs of this population group. Increasingly, professional concerns are being expanded to include not only blacks, but Chicanos, Indians and orientals as well.

5. Changes in priorities have brought about changes in role emphases.

The current shift in emphasis from crisis-counseling to preventive counseling, based on meeting the lifetime needs of the individual, is resulting in a major shift in counselor role from counseling to consulting. More and more, counselors are being asked to become involved in both cognitive and affective domains through participation in curriculum development and value orientation.

The earlier emphasis on adolescent guidance is expanding to include both early childhood and adult guidance programs. Counselor roles and functions are shifting at these levels to accommodate the ned needs. The greater emphasis on early childhood programs will have impact on elementary guidance for which differentiated staff is being suggested. Such an idea presents a challenge to the profession, particularly at the training level.

Increased utilization of individualized instruction has led to increased use of technical and programmed input. The individual differences of the student may be well-served, but his personality often becomes obliterated in the process. Counselors will have to increase their efforts to overcome this tendency to negate the individual personality of the student.

6. There has been a strong trend toward the invalidation of most of our normative concepts of "adjustment."

Up until the mid-sixties, at least, most helping persons had a rather widely shared sense of "goal" regarding the personality processes and life choices of their clients. This "goal" was derived from values which were largely white, middle-class and Anglo-Saxon.

More recently the "melting pot" heritage has been under attack—people are no longer concerned with submerging their differences to conform to the American ideal—or perhaps it is the ideal American. Rather, they are desirous of living in harmony with others while retaining their cultural diversity. This duality of purpose presents therapists and counselors with issues both important and poignant.

To what extent can members of the helping professions properly align themselves with "the revolution," aiding their clients to deny, submerge or oppose traditional sources of authority in their lives as well as in American culture? Actually, this question poses another: To whom does the professional owe his allegiance—to his institution or his client? Can he legitimately encourage his clients to oppose the accepted norms of his sponsoring body? Is he obligated, insofar as the counselor-client relationship is concerned, to express his own set of values? In short, what are the appropriate relationships between counselor functions and the evolving social order?

7. People as well as concepts are making a difference in student personnel work, through their writings and professional presentations.

Bob Brown's monograph, *Student Development in Tomorrow's Higher Education: A Return to the Academy*, centers on a thorough (and probably controversial) discussion of role and function which is likely to have great impact on the field of college student personnel work. David Campbell has formulated *The Handbook for the Strong Vocational Interest Blank* (Stanford Press) which provides, under one cover, more information on the Strong than is similarly available for any other widely-used psychological instrument.

James Carnevale has developed new counseling techniques and new methods of role articulation which hold promise, particularly in the areas of accountability and fiscal responsibility.

Lacy Hall has developed materials on "Value Identification—Motivation Achievement" which helps to bridge the communication gap between adults and youth.

In the words of one of our respondents, "Try them—you'll like them!"

HEAD TERMINOLOGY

Acid—LSD
Acid head—LSD abuser
Bad trip—Unpleasant experience with drugs
Bag—A small container or packet of drug, usually heroin
Bang—To inject a drug
Bean—Capsule; also cap
Bennies—Benzedrine, an amphetamine
Bent out of shape—Under the influence of LSD
Blues—Barbiturates
Blue Devils—Amytal, amobarbital, also blue heaven
Boy—Heroin
Bull—Especially federal narcotics agents, also police
Burned—To get phony or badly diluted drugs
Cocaine—Also called coke, corine, dust, snow, flake, snow white
Candy—Barbiturates
Cap—Capsule of a drug, usually a narcotic
Charge—Marijuana, instant euphoria, or a high
Cold turkey—Withdrawal from drugs without medication
Cooker—A spoon or bottle cap used to heat heroin in preparation for injection
Coming down—Emerging from the influence of LSD
Cut—To adulterate or dilute a drug, especially a narcotic
Dealer—Drug supplier, especially a wholesaler.
Dime bag—Ten dollar purchase of narcotics, usually heroin
Flea powder—phony drugs or drugs of poor quality
Fit—From Outfit, the paraphernalia for injecting drugs
Freak out—A bad experience with a hallucinogenic drug
Gassing—Sniffing gasoline fumes
Glad rag—A cloth or handkerchief saturated with a volatile substance for sniffing
Grass—Marijuana, also called Mary Jane, weed, pot, hemp, hash, tea, hay, "T"
Joy pop—To inject a small amount of a drug, usually under the skin
Junk—Narcotic drugs; Junkies—Narcotic addicts
Juvies—Juvenile officers
Kick—To get off drugs

Drug Education Worthy of the Name

by Joel W. Goldstein

Dr. Goldstein is an assistant professor of Psychology and Industrial Administration at Carnegie-Mellon University in Pittsburgh. He has advised various private and civic groups on drug education programs and has taught courses in Psychoactive Drugs and Drug Use. The paper presented here is based, in part, upon research supported by the Maurice Falk Medical Fund and NIMH grant No. MH-15805.

What should drug education be? To me the answer to this question is not immediately or intuitively obvious. In order to answer it, important issues must be faced. My title indicates, of course, that I feel that much of what has been passing as drug "education" is not worthy activity. Some data I have collected from students supports this view. I asked students enrolled in my undergraduate course, Psychoactive Drugs (Goldstein & Korn, 1971), to complete a questionnaire on the drug educational experiences, organized and unorganized, they had experienced before coming to college. Usable data was collected from 90 to 97 enrolled students. 81% of them reported that they had had an organized drug educational experience of some kind. Virtually all of these were connected with their high schools (mostly during their sophomore year). Also, 57% reported "unorganized" learning experiences; these were usually a combination of reading, talking with peers, and sometimes direct personal experience.

Table 1 gives data on the relationship between students' drug use experience and their evaluation of both organized and informal learning experiences. Several points are immediately clear: unorganized learning experiences were viewed much more favorably than organized ones, and for organized programs, the less usage the student had experienced the more favorably the programs were viewed. This data comes from students seeking additional information about drugs voluntarily; however, we have also found that students in general tend to evaluate mass media drug messages more positively if their own usage is low. The data from our college course is presented here because information on the extent and evaluation of drug educational efforts is in short supply.

Table 1
Evaluation of Drug Education Experiences by Type of Drug Usage (in Per Cents)

	N	Evaluation			Positive minus Negative
		Positive	Unsure	Negative	
Organized Program:					
No Use	16	56	25	19	37
Marijuana Use Only	24	46	29	25	21
Marijuana & Other Illicit Drugs	33	45	15	39	6
All User Types	73	48	22	30	18
Unorganized Learning:					
No Use	13	77	23	0	77
Marijuana Use Only	19	100	0	0	100
Marijuana & Other Illicit Drugs	19	84	16	0	84
All User Types	51	88	12	0	88

Note: The 17 students who had no organized drug educational experience were distributed among the user types as follows: No Use, 7 students; Marijuana Use Only, 8 students; and Marijuana and Other Illicit Drugs, 2 students.

Almost all of the organized programs were parts of courses or assembly programs. Seventy percent of the females regarded these experiences positively, but only 42% of the males did (a finding not unrelated to the greater frequency and extent of illicit drug usage among males). The programs were films or talks starring teachers, policemen, doctors, former drug users, or, most frequently, a combination of these. All of these types of presentations resulted in some substantial positive evaluations. The message here would seem to be that it isn't who you are (or what media is used), but rather, what is said which determines the reception the program receives. Students viewed programs positively when they were seen as honest, convincing, and had an emotional impact. Confirming one's personal experience also was frequently mentioned.

These students were asked to tell us whether they felt drug education should be carried out in the schools and, if so, when. Overwhelmingly and irrespective of the nature of the student's evaluation of his own organized experience, they said yes, drug education belongs in the schools. Students were more in favor of having it in the secondary school than at the primary level, but even for these earlier grades the idea won more favor than disfavor.

Considerations the Prospective Drug Educator Should Keep in Mind

We tend to respond to drug usage among young people emotionally and negatively because we have all had conditioning which associates this activity with evil and harmfulness. Sometimes it is, but even if it always were, it is more useful to take an objective stance toward the matter than to do otherwise. Drug use is behavior. As such we may think of it as having causes and effects in the same manner that other more mundane activities do, such as eating pizza or choosing a vocation. Thus a useful teaching model for drug education is, in part, the science course. I am not suggesting here that issues of value have no place in the curriculum. Clearly they do. I feel, however, that it is imperative to separate issues of fact from issues of value, and to clearly label them to the degree that we can. This is because, put simply, our most precious resource in teaching about an emotion-laden topic is credibility. If that is injured or destroyed the possibility of effective education is injured or destroyed along with it. Drug education worthy of the name is *education*, not propaganda. To me this means that its goal is to have students learn about phenomena from such a variety of supported points of view that the thing we call objectivity is approached as closely as possible. This does not imply that a collection of half-truths yields the whole truth; it more likely implies that the student develops an appreciation of the way in which society arrives at different truths at different times on issues of value.

Our goal in drug education should be, I submit, understanding of the phenomena involved. These include the substances themselves and how they affect the human body, and the nature of their usage in the past and at present. Such a course of study will, in my view, be most likely to produce a *respect for drugs*, and this respect is the goal I favor above others for such programs. Mere knowledge will not prevent people from injuring themselves through drug use, but if it is not a sufficient condition for ensuring personal safety, it is often a necessary one. Thus, one should not be troubled by reports that drug "knowledge" of some sort does not relate to abstinence from illicit use. Indeed, the empirical relationship is in the other direction (users do know more, though this is far from meaning that users have all the information they need —or want).

I am suggesting that given our emphasis on changing ourselves through chemicals and the ease and regularity with which this is done in our society, the goal of respecting drugs—and therefore of using them wisely—is preferable to an attempt

to achieve prohibition. The "noble experiment" failed with alcohol. Further, the fact that cultural groups with the least troublesome experiences with alcohol are not those which preach abstinence, but rather those characterized by moderate use integrated into the rest of ordinary life (Jews and Italians, for example). The best social control over drug use is societal standards defining safe use. The best individual control over behavior is the conscience. The strongest conscience results from personal commitment to the rightness of a behavioral code. Such codes must be held with conviction to be effective and these can be developed by the educational process. To be effective and efficient in preventing self-destructive behavior such codes must be able to withstand contrary positions. At least the most frequently encountered positions should be discussed and evaluated in the classroom, for they surely will be outside of it.

In designing a course about a group of substances and their use we need to consider the history and current patterns of that use. Psychoactive drugs have been used in virtually all societies and since the beginnings of history. At present the United States is a drug-saturated culture. Advertising for drugs of a wide variety is heavy and so is usage. About 25% of all prescriptions are for mind-modifying drugs, and also about half of the population uses over-the-counter drugs in a given month (Ray, 1972). There are about 80 million drinkers and 80 million smokers of tobacco in the United States. A great many adults use prescription drugs illegally by obtaining them without a personal prescription; still others abuse them by failing to heed the physician's usage instructions. A survey found that the average household had thirty drugs present in it (Roney and Nail, 1966).

Studies of changes in usage and various prognostications suggest that psychoactive (mind-modifying) drug usage is likely to continue unabated though perhaps accompanied by less emotionality for the generation ahead (McGlothin, 1971). For example, our college student study found that between 1968 and 1970 usage of many drugs increased (with the exception of beer and hard liquor, which declined), but that usage had become routinized: less associated with extreme attitudes and ideologies (Goldstein and Korn, 1972). In the future, too, we should expect to see increasing amounts and varieties of information about drugs and their use become available. This information will, no doubt, vary a great deal in its accuracy and point of view. This condition of more usage and more information indicates to me an increasing need for in-depth and honest educational efforts to assist people in evaluating the information they receive and in making the choices they will face in the area of drug use in the years ahead.

Curriculum Content

Both in order to maintain credibility and to provide the most useful curriculum possible, the following content suggestions are made:

—Discuss all of the major families of psychoactive drugs, not merely the ones which the media finds "sexy" (While the media regards this group of substances as somehow belonging together, the drugs most mentioned have no pharmacological affinity aside from all being psychoactive). Our breakdown in our college course should be generally useful and is based upon that provided by the text, Ray's *Drugs, Society, and Human Behavior* (1972): alcohol, nicotine, caffeine, over-the-counter drugs, tranquilizers and mood modifiers, stimulants and depressants, narcotic drugs, hallucinogens, and cannabis compounds. The program which warns young people against "their" drugs while ignoring "our" drugs is untenable.

—Discuss all of the major types of users and of usage. Again, singling out youthful behavior only provides an unbalanced view which predisposes to bias and which lacks needed perspective.

—Discuss the relevant physiology and pharmacology needed to obtain an understanding of how drugs have their effects. This can be done with intellectual respectability even in the elementary grades. At the secondary school level this can tie in nicely with discussions of the central and autonomic nervous systems, the digestive system and the circulatory system. It is useful here to include some discussion of how knowledge of drug effects is learned so that students will appreciate the difficulties involved and will be alert consumers of information of this type. Thus, control groups, use of placebos and double-blind research methods should be included, as should the multiple nature of drug effects.

—The history of phychoactive drug use in general and of the use of particular types of drugs helps put important issues into perspective. This history goes back as far as any other we have and is quite interesting and instructive.

—Some discussion of contemporary patterns of usage of the various types of drugs, especially but not only in the United States, helps to insure that

we are providing education and not lapsing into propaganda. Information on drug production, manufacturing, advertising, regulations, and other background needed to be a wise consumer of both legal and illicit drugs is especially appreciated by students.

—Theories of usage abound and it is desirable to consider a number of them. This will facilitate critical thinking and demonstrate that unanimity of opinion in the scientific community is far from attainment here. Some types of theories currently in use include drug use as primarily *recreational activity*, as the result of *disturbed personality*, as resulting from a conspiracy by groups benefitting from having others use drugs (these are found at both extremes of the political spectrum), as learned behavior which happens to be *deviant* from majority standards but which is not otherwise pathological, and as *developmental behavior* which fulfills certain needs of the adolescent and young adult (often by helping him cope with life problems such as the generation gap—this is sometimes viewed as a more or less deliberate attempt to create an identity independent from that of the parents, or as an attempt to strike back at the parents for some felt hurt).

—It is also desirable to discuss theories of drug effects. In general I have found it useful to elaborate upon the production of psychoactive drug effects as a result of an interaction or co-action of three types of factors: the nature of the *substance* being used (including its potency, route of administration into the body, etc.), the characteristics, both physical and psychological, of the *users*, and finally the *setting* of use which includes cultural expectations and beliefs about the usage of the given drug as well as the more immediate circumstances surrounding a given instance of usage. A body of social psychological research indicates that the experiencing of drug and other internal experiences may be usually thought of as a process of the user's labeling of internal symptoms in accord with whatever other information he has available to him (Goldstein, 1971). It is also useful to discuss usage as due to effects related to psychological conditioning: behaviors followed by pleasant experiences tend to be repeated when similar situations recur; immediate effects (anxiety-reduction) are more potent in determining usage than are delayed ones (hangover).

—Finally, I urge the discussion of societal responses to usage. Here historical perspective is especially helpful. Topics might include: legal philosophy of drug regulation and changes in it; techniques being employed in efforts to prevent abuse including an open discussion of drug educational efforts and of the goals of one's own efforts; types of therapy and rehabilitation; and, public attitudes especially as they relate to each of these forms of societal response. Education of the finest type can occur here as students struggle, for example, to formulate optimal drug control policies, and in the process realize that the often-heard "all-or-none"

options so frequently voiced are not likely to be the best solutions to practical problems. Insights into wider issues such as the origins of public corruption and of the deeper bases of many aspects of drug usage in larger problems of the society such as poverty are also very valuable.

Presentation of the Course

I would like to offer some considerations to aid in deciding "who?," "where?," and "how?" While science and health teachers are usually assigned to do drug education—in those schools going beyond the assembly or special program format—I believe that having teachers who can relate to students is more important than the teacher's area of specialization. "Relating" is an overworked term; by it I mean simply having the ability and skills needed to seek out and understand the student's perspective on this emotional topic. It is important to meet students where they are in education, and this applies to feelings as well as to cognitive understanding. The necessary expertise in content can be readily acquired, and so can the ability to establish trusting relationships with one's pupils, but the teacher who already has such relationships will be at a decided advantage. Establishing trust where it is lacking is made difficult because of an inherent vicious circle; we do not trust others unless we regard them as trustworthy, and we cannot find out if they are unless we trust them. I feel that in any situation of different status levels (teacher and student; parent and child) it is incumbent upon the party with the *higher* status to take the initial risk by trusting first—if this is not done the lower status person may never even have the opportunity to demonstrate trustworthiness.

A recommended procedure, especially but not

only for schools where mistrust has arisen over the issue of drug education, is to allow students a significant role in selecting the staff to teach this material, for example, by selecting from a number of possible teachers, or by making nominations.

The program should, as far as possible, be part of the regular school curriculum. This communicates that it is officially regarded as a full-fledged, academically respected course (or part of a course). Giving it non-credit or physical education status may signify to the students that the material is not taken seriously by the school and thus need not be taken seriously by them.

Some teachers and counselors may want to teach such material but feel a reluctance due to lack of academic preparation, or more difficult, lack of personal experience. On the former issue, almost all teachers initially find themselves unprepared to teach this material; one can take comfort in not being alone. On the "experience" issue, several things need be said. The most important is that students' main concern is one's fairness and honesty in confronting the issues. In fact, many students are vaguely uncomfortable with informal but earnest peer experts with all-knowing postures. It is useful and desirable to admit one's ignorance when the situation occurs; it is also useful to explain that certain things are simply not yet known with certainty by anyone, and to discuss why this is so in the given instance (at this writing a prime example is the long-term organic effects of marijuana). Also we have found that even users, while having more information than nonusers, are still far short of adequate understanding of many of the basic factual matters involved in drug use (for example many drinkers and sleeping pill users do not realize that these drugs can produce physical addiction).

Finally, when planning the presentation, the problem of materials must be faced. I would advise using

Supplementary Materials to Aid A Drug Education Program

(Compiled by Impact)

Drug Abuse Materials for the Black Community
(Films and Pamphlets)

A new drug abuse education, information package produced by and for blacks is now available. Three new films and 15 pamphlets have been prepared by HEW's National Institute of Mental Health, Health Services and Mental Health Administration, for distribution to black audiences. "A Day in the Death of Donny B," communicates the meaning of drug abuse through a delicate blend of sensory data. The viewer is drawn into a one-to-one relationship with Donny B and participates in his loneliness, despair, and desperation. "Slow Death" is the sights and sounds of the Philadelphia junkie scene as interpreted by former members of the 12th and Oxford gang who have grown up in the world of heroin addiction. This film is followed by an introspective epilogue describing just why the group decided to make the film the way they did.

"Blue" is a truth film. Truth because it was written, directed and produced by members of the "Sometimes 12," a group of summer aides at NIMH, who wanted to capture the Washington, D.C. drug scene as they see it every day. Passages from Black Literature on Drugs are illustrated in 15 easy reading fliers written by notables such as Billie Holiday, Malcolm X, Claude Brown and others. The pamphlets are real—out of the mouths of the folks who know and get it together in these new fliers, which can be used in black classrooms and communities. For further information concerning the ordering of these films and fliers, write to CATALOG, Box 1080, Washington, D.C. 20013.

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The Answer is Understanding

A thirty minute film made from the three-part TV documentary, The Distant Drummer," which dealt with the drug phenomenon. A discussion guide, which contains information about the film, has been printed to assist with screenings. Single copies of the Guide may be ordered through the National Clearinghouse for Drug Abuse Information, Box 1701, Washington, 20015.

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Community at the Crossroads: A Drug Education Simulation Game

Government Printing Office, Washington, D.C. 20402.

Community at the Crossroads, part of a teacher inservice program entitled The Social Seminar, is a 2- to 5-hour game simulation of a community response to the problem of drug abuse. It is intended for use primarily by teachers, other school personnel, and students, but may also be played by community groups interested in encouraging discussion on drug abuse prevention and education. This simulation kit contains: 32 player's manuals, a director's guide, 32 role cards and 32 each police report, budget report, and clergyman's report cards for drug education simulation.

HE 20.2408/2:C 73 S/1724-0161
$13.75 per kit.

• • •

Drugs Won't Get It, People Will

1-hour LP designed for junior high, senior high, and adult level. Two young men, one black, one white, and a girl talk with the psychiatrist from Gaudenzia House, a therapeutic community for drug addicts in Philadelphia, about how and why they started using drugs. Designed to open communication between the young and their parents, and among the young and their parents. Write: Drug Education, Department of Public Instruction, State Capitol, Bismarck, North Dakota 58501.

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Drug Abuse Programs: A Guide to Federal Support

Single copies are available free from the National Clearinghouse for Drug Abuse Information, Box 1080, Washington, D.C. 20013.

• • •

We'll Drink to That . . .

HEW's first annual report to Congress on Alcohol and Health puts pot, heroin and other drugs in perspective. Report finds 9 million Americans have alcohol problems, nearly half nation's highway fatalities involve alcohol; one-third of all arrests are for public intoxication; criminal law will not control health problems such as alcoholism. At the same time, HEW's National Institute of Alcohol Abuse and Alcoholism (NIAAA) announced a national public service advertising campaign to point out the country's high cost of alcohol abuse. The campaign emphasizes responsibility of those who serve alcohol and encourages respect for an individual's decision not to drink. Includes alcohol in drug information and education programs. Write NIAAA, Box 2045, Rockville, Maryland 20852 for copy of **Alcohol and Health,** more information, available materials.

the same criteria that have been discussed: honesty, effectiveness in reaching the intended audience, and adequate scope. Many of the earlier "drug education" publications and films are very poor. It is not wise to use any printed or audio-visual material unless it has been previewed. The solicitation of the opinion of representative students is especially useful information to have in making these decisions. Many elaborately packaged kits of materials are available commercially. Some are very highly priced in relation to the nature and quantity of the material included, and almost none of them have been evaluated in any way at all. Let the buyer beware!

The participation of your students should be one of the most important "materials" the course uses. If one systematically collects information from the students (at least part of the time by means of confidential written responses) then it is possible to set right a side-tracked course. Assess not only intellectual understanding of the material but also the emotional response to it. Remember, credibility is the most important tool. If it is failing, it is important to discuss this openly with the students to find and clear up any misunderstandings of misrepresentations. The popular identification of the drug problem as a youth problem and the high incidence of student use mean that students' feelings will be deeply involved. Every class discussion should also provide, at least by inference, information on the students' understanding and acceptance of the course content. Such feedback techniques should provide the mechanisms of self-correction for the course's direction. Questions of value, we have said, should be separated clearly from the questions of fact. Useful ways to treat these often revolve around student construction of lists of the costs and benefits most likely to be associated with each of several possible choices on policy issues (such as marijuana control policies; cf., Kaplan, 1970).

Another type of "material" which can be used is the involvement of outsiders in the classroom. This might range from the invitation of several teachers of various expertise (science, health, history, law, etc.) at appropriate points in the course, to the invitation of those in the larger community to provide a close look at drug use and its attendant problems: physicians, counselors and therapists, policemen, judges, pharmacists, coroners, clinic workers, parents, etc. Again the selection of such visitors must be made judiciously with the total course content being considered. In situations where a seriousness of purpose and trust have been developed it should be possible to have joint classes with, for example, parents and students, so that they might begin to work on the difficult areas of disagreement which often separate them. I would say that programs which are able to attain this are to be envied!

Evaluation of the School's Role

Finally, I suggest that the operation of the school itself be examined carefully. We have been discussing the structure and content of a good drug course. Do the values I have been urging for the course exist outside of it also? Is there a meaningful avenue for student response to school procedures to be systematically collected and used in directing the operation of the school?—as seen by the students! Do school procedures and rules foster immaturity and identity-conflict by implicity communicating to the student that he is untrustworthy, irresponsible, stupid or insignificant? This last question is a major one; I suspect that many school procedures do have these effects even though there was no such intent when they were formulated. Is there any place for the students' needs to be discovered and respected in your school? If not, what are the consequences of this lack? I spoke above on the importance of trust and described its absence as presenting us with a vicious circle—however, the circle can be made to operate in reverse. A self-fulfilling prophesy may be instilled: a student who is trusted often comes to define himself as trust-worthy and seeks to preserve this valuable status by not behaving in any way which might destroy it.

The operation of the school has a profound effect, I believe, upon the central personal process of adolescence: the defining of one's self. The child forms his identity by evaluating himself against standards of known positions, and among the most potent of such standards are the opinions of parents, teachers, and friends, as well as the more impersonal information obtained from knowledge of performance in school settings including classes, athletics, and extra-curricular activities. It is sometimes the case that a student with a drug problem is also a student with a problem in some other part of his life to which the drug use is a response. Let us examine our schools to make sure that they are not part of the problem. If they are, let us work to change them and to change attitudes and other realities in the community which cause

them to be destructive of people (ourselves included). In some schools conditions are so bad that this suggestion will sound like hopeless naivete—but what choice do we have between working for change or surrendering our children?

Suggested Background Materials

The items listed here are intended to provide assistance in the preparation of a drug educational unit rather than to serve as texts themselves, although some of them would be suitable for such use with older students. (For further references see the bibliography section of this issue of Impact.)

Blum, R. H. and Associates. *Drugs I: Society and Drugs; Historical, Cross-cultural and Contemporary Material*, and *Drugs II: Students and Drugs; College and High School Observations*. San Francisco: Jossey-Bass, 1969. (Excellent reference works on drug usage. Blum's group has books due in 1972 on pushers, and on the families of young drug users.)

Blum, R. H. and Associates. *Horatio Alger's Children: The Role of the Family in the Origin and Prevention of Drug Risk*. San Francisco: Jossey-Bass, 1972. (Empirical Studies.)

Blum, R. H. and Associates. *The Dream Sellers: Perspectives on Drug Dealers*. San Francisco: Jossey-Bass, 1972. (Empirical Studies.)

Blum, R. H. and Associates. *Drug Dealing: Intervention and Policy Alternatives*. San Francisco: Jossey-Bass, 1972. (Suggestions on what to do.)

Brotman, R. Suffet, F. *Youthful Drug Use*. Washington: U.S. Government Printing Office, 1970. (A useful booklet discussing theories of youthful drug use and its management by virtue of the experience gained in nine projects aimed at helping young drug users.)

California State Department of Education. *A Study of More Effective Education Relative to Narcotics, Other Harmful Drugs, and Hallucinogenic Substances*. California: State Department of Education, 1970. (Though it leaves much to be desired, this 32 page report may represent the most elaborate evaluation of drug educational efforts in the schools yet conducted.)

Claridge, G. *Drugs and Human Behavior*. New York: Praeger, 1970. (An easier but less comprehensive introduction to pharmacology and the role of drugs in daily life than Ray's text cited in the Bibliography.)

Coles, R., Brenner, J.H., and Meagher, D. *Drugs and Youth: Medical Psychiatric and Legal Facts*. New York: Liveright, 1970. (Much good, basic information; available in paperback.)

Consumers Union. *The Medicine Show* (Rev. ed.). Mount Vernon, N.Y.: Consumers Union of U.S., Inc., 1963. (Information and advice everyone needs in purchasing and using prescription and over-the-counter drugs.)

Girdano, D. A. and Girdano, D. B. *Drug Education: Content and Methods*. Reading, Massachusetts: Addison-Wesley, 1972. (A comprehensive, practical and balanced approach.)

Grinspoon, L. *Marijuana Reconsidered*. Cambridge: Harvard, 1971. (A comprehensive and up-to-date reexamination of what is known about the drug; available in paperback.)

Hackett, P., Lewis, W.M., and Pierce, J.B. *Educational Perspectives on the Drug Crisis*. Charlottesville, Va.: Jarmon Press, 1971. (A paperback text used in the training of teachers.)

Kessel, N. and Walton, H. *Alcoholism*. Baltimore: Penguin, 1969. (This paperback may be the best short introduction in the area.)

Lennard, H.L., Epstein, L.J., Ransom, D.C., and Berstein, A. *Mystification and Drug Misuse*. San Francisco: Jossey-Bass, 1971. (Insights from physicians which include an examination of the contribution of drug companies and doctors to drug abuse.)

Lingeman, R.R. *Drugs from A to Z: A Dictionary*. New York: McGraw-Hill, 1969. (A very useful paperback which is accurate and reliable. Surprisingly complete in both pharmacology and social aspects of use including drug jargon through about 1969.)

Marin, P. and Cohen, A.Y. *Understanding Drug Use: An Adult's Guide to Drugs and the Young*. New York: Harper & Row, 1971. (A poet and a psychologist have produced a useful guide with practical suggestion; has a "California flavor.")

National Clearinghouse for Drug Abuse Information. *Drug Dependence and Abuse: A Selected Bibliography*. Washington, D.C.: U.S. Government Printing Office, PrEx 13.10: D84/971) 1971. (This 60¢ booklet should be extremely useful as it is sensibly organized into meaningful sections. The Clearinghouse—P.O. Box 1701, Washington, D.C. 20013—is the best place to address inquiries on drugs, drug use, and drug education.)

National Institute of Mental Health. *Alcohol and Alcoholism*. Washington, D.C.: U.S. Government Printing Office, (HE 20.2402: A1-1), $0.50. (If you can read only one source read this one.)

National Institute of Mental Health. *Resource Book for Drug Abuse Education*. Washington, D.C.: U.S. Government Printing Office, (HE 20.2H02: D84/10) 1969. (Basic information on drugs and teaching about them. The booklet costs $1.25.)

Nowlis, H.H. *Drugs on the College Campus*. Garden City, N.Y.: Anchor, 1969. (This paperback should also be useful in the high school setting; includes considerations for administrators.)

O'Donnell, J.A. and Ball, J.C. (Eds.). *Narcotic Addiction*. New York: Harper & Row, 1966. (A useful paperback collection covering a range of issues quite well.)

Richards, L.G. *Government Programs and Psychological Principles in Drug Abuse Education*. ED 033 428, 1969, MF $0.65 HC $3.29, 25 pp. (This government social psychologist provides a useful analysis of the types of drug abuse education frequently seen.)

Snyder, S.H. *Uses of Marijuana*. New York: Oxford, 1971. (A psychiatrist-pharmacologist provides a brief yet careful and up-to-date analysis of knowledge about the drug; unbiased and readable.)

Ungerleider, J.T. and Bowen, H.L. "Drug Abuse and the Schools." *American Journal of Psychiatry*, 1969, *125*, 1691-1697. (A high school teacher and a psychiatrist discuss programs for the prevention of drug abuse in the secondary school. An *ombudsman* approach is suggested and case studies are presented to show the importance of establishing open communication.)

Other General Sources of Information:

—National Commission on Marihuana and Drug Abuse. *Marihuana: A Signal of Misunderstanding. The First Report of the National Commission on Marihuana and Drug Abuse*. Washington, D.C.: U.S. Government Printing Office, (Stock No. 5266-0001), 1972, $1.00. Also available commercially from Signet, $1.25.

—*Marijuana and Health*. The annual report (each January) of the Secretary of the Department of Health, Education and Welfare to Congress. Washington, D.C.: U.S. Government Printing Office, (HE 20:2402:M3313), $1.50.

—Retrospective Searches available from *Impact/Searchlight* at $1.00 for each packet of bibliographic listings with abstracts and annotations. Number 4R is *Counseling for Drug Abuse*; it contains 42 documents.

—Your students!

Documents in the above references which have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service. See ordering instructions in the *Impact* Bibliography section. Ordering numbers *not* preceded by ED indicate the document is a dissertation. Volume and page numbers refer to *Dissertation Abstracts International*. Dissertations may be ordered from University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106.

consultations

Dear *Impact*,

I work in a junior-senior high school and I have observed that several students seem to have no friends and no real connection to the school. They come here in the morning and leave in the afternoon and nothing seems to touch them while they are here. How do I start with such students? Counseling here is pretty disorganized and at the present my load is such that even if they sought me out—which they don't—I would not be able to make any large time commitment to them.

"At a loss"

Dear **At a loss,**

Most counselors know that it isn't the student who "acts out" who is really unhappy. More often it is the uninvolved student who has few or no friends and sits passively in the back of the classroom. This type of student has more emotional difficulties and is most likely to drop out of school. If such "isolates" can be identified as they enter a junior or senior high school, the counselor can then make efforts to help such students find a place for themselves in the new school before the isolate reaffirms his conviction that school is not for him. You might be interested in trying one or more of the following sugestions.

A. Search his school record and try to find an interest or skill that could help the student to establish some connection with the school. If you can identify something, alert the person in charge of the appropriate link—editor of school paper, president of drama club, teacher-sponsor, etc.—and encourage that person to seek out the aid of the isolate. (There is nothing wrong with a counselor being a little devious.)
B. Learn the student's name and say hello.
C. If you have some willing upperclassmen, enlist their aid in helping the isolates. One of the real values of peer programs for underachievement is that isolates get attention from peers as well as academic help. While a counselor can hardly ask an upperclassman to help an isolate make friends, the counselor can ask one to help the isolate with a specific task or procedure—and should some friendship start on that basis, so much the better.
D. Alert compassionate and subtle teachers to the problem—those who could respond without pressuring and embarrassing the isolate.
E. Find an excuse to call the isolate in and show your interest in him. If he responds positively, encourage the response.

Sometimes a little sense and ability to be devious can help when therapy in counseling is impossible. Find out if there are any after school jobs or school officework available that might help the student feel more a part of the school. These suggested activities enable you to rely more heavily on resources outside yourself. This helps the isolate. (P.S.: It may also provide you with a counseling procedure that has wide application to all your clientele.)

Impact

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let **Impact's** panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, Michigan 48107

Dear *Impact*,

I am a counselor in a large university. Needless to say, the needs of many students go unmet—curriculum advisement seems to be the only thing there is time for. What bothers me, and I hope you can offer some easily implemented suggestions, is that so many "average' 'students are overlooked. We're fully aware of helping the disadvantaged and encouraging the "bright" student—but what about the person who is in the middle? Some of these students have a lot of potential—but discovering it and drawing it out of them is really difficult. How can I assist my average students without wasting a lot of time?

"Also in the Middle"

Dear **Also**

Your dilemma certainly seems real in light of growing student populations accompanied by limited personnel and financial resources present at many colleges and universities. Although there are no simple, clear cut solutions to your problem, one suggestion that might be of value to you is implementing a peer helping program. Such programs are based on the conviction that students are an unused potential human resource and that much can be gained by capitalizing on the unique relationships and peer influence of adolescents. In recent years the use of peers as tutors, advisors and counselors has proven successful in a variety of secondary school and college settings. Generally it has been found that students are able to establish an especially effective relationship with others of a similar age and are able to encourage easy communication on topics of concern.

An example of the effective utilization of peers in a college setting is a program that has been developed at Southwest Texas State College in which trained and supervised upperclass student counselors provide academic adjustment counseling to freshmen. The program includes three sequential guidance activities — survival orientation meetings, test interpretation sessions, and study skills help. All three counseling activities incorporate the following activities: (1) utilization of the group approach in that counseling is done in small discussion groups, (2) utilization of a motivational approach in that each freshman's study behavior and academic values are systematically surveyed; and (3) utilization of a preventive approach in that emphasis is given to identifying potential academic problems and planning appropriate corrective activities.

The objectives of the two hour survival orientation meeting are to survey the major factors contributing to scholastic success and satisfaction, to summarize the differences between high school and college academic demands, to stimulate interest in developing effective study skills, and to report where and how students may obtain help with their problems. The purpose of the test interpretation session is to report the results of previously administered scholastic ability and achievement tests, to examine potential academic difficulties identified by the test results, to survey current study behavior [through the use of the Brown Holzman *Survey of Study Habits and Values*] and identify deficient study skills, to analyze present scholastic objectives and examine related motivational problems and to provide the opportunity to obtain any needed follow-up counseling. The study skills session is designed to demonstrate effective study techniques to the student, and is concentrated on efficient methods for reading textbooks, taking lecture notes, writing themes and reports, and preparing for and taking examinations. This is just one example of the many ways that peers can be utilized to expand counseling services especially for the "average" student. Further references for developing and implementing a peer helping program are listed in the Bibliography.

Impact

What To Your Summer (A Compendium To Better Prepare

Knowing What I Like To Do

by Marshall Palley

Knowing what I like to do would seem to be self evident, but it's not. Only in unguarded moments and by disregarding the conditioning of a lifetime have I caught glimpses of what I really like to do, as distinguished from what I'm used to doing, or think I ought to be doing, or would like others to see me doing.

I know that I like to have a friend and to be one. I can remember when a friend helped me remodel my kitchen, demonstrating the rough art of demolishing lath and plaster partitions with a wrecking bar. At the same time he tore down some false conceptions I had of myself and my situation. I had convinced myself that I was forging a new life for myself and my young family in the Canadian woods, but I hadn't really broken financial and psychological ties with my parents back home. My friend rightly pointed out that until I took the risk of breaking those ties I would be limiting my own growth.

I learned from that encounter that being a real friend means caring and trusting enough to share valid criticisms as well as words of praise.

Many things I like to do are simple things, but I forget them or ignore them. I know I like to play, among other places, in mountain streams. Recently, I went to the mountains for an outing with my wife and daughter. On the last day we went for a short hike. My thoughts were on the past and the future, rather than the perfect present. Then in a clearing by a Sierra torrent, I joined with my family in building dams, romping and splashing, sunbathing and chatting. In the process, my cares were washed away, drowned, roasted out of existence.

Sometimes I recognize the thing I like to do in the midst of obligations I have undertaken. As a college instructor I found the going rough in lec-

Do With Vacation!

of Facts & Fun You for Helping)

tures and labs. But in the informality of the seminar I discovered a medium that challenged and suited me, where I could be myself and bring out the life in others. Planning summer service projects as part of my job at the Friends Service Committee has often been a headache. I disliked the innumerable and painstaking details, but I learned that I liked to meet new people in grass roots organizations and to ask their help in developing situations where young people seeking involvement could be useful and could learn.

When I have been truly involved in something, I have found that I can convey that experience to others by writing or speaking, and that I enjoy doing it. In writing, I need to take the time to get a few pages down that catch the spirit of the experience I am trying to relate. When that threshold is passed I can go on and write for my own satisfaction, rather than in response to possible reactions or criticisms of others.

I like to assert myself, to act with conviction, to say a clear "yes" or a clear "no," but I have had to overcome a longstanding habit of deferring to the wishes and opinions of others. When my four year old son lay dying of an undiagnosed burst appendix in northern Canada, I had to trust my own judgment in changing doctors and arranging for a mercy flight to get the diagnosis and care he needed. When I stopped being noncommittal and began really expressing my views and expectations to my wife and children, when I took responsibility for whether or not it was fun to be in our household, then I began to find real satisfaction in being a father and a husband.

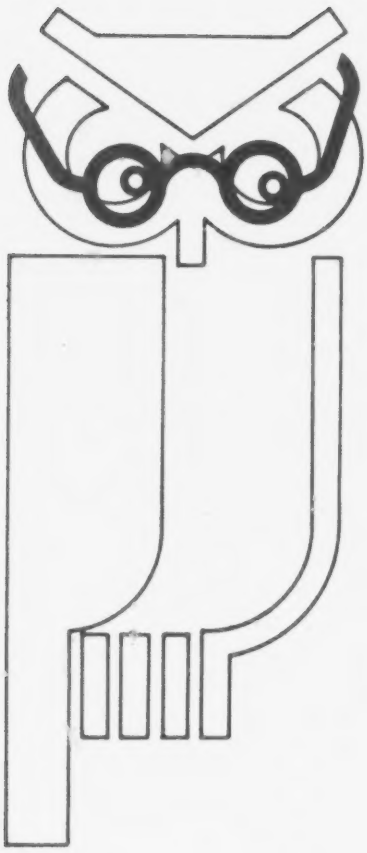
Although such discoveries once made can never be entirely lost, I have to admit that I do not do the things I like to do nearly as often as I might. Important as it is to know what I truly like to do, something else is evidently needed, namely, the courage and will to live trustfully at the level of my highest intuitions. I know the experience of being surprised by joy but keep resisting the possibility of joy as the underlying tone and mood of my existence.

From **Working Loose**
(See Bazaar section for further details about this publication.)

Read . . .

When was the last time you sat alone beside a bubbling brook or under a sprawling shade tree reading all those things you stacked up on your desk? Have you bought any books you "haven't quite gotten around to?" Or reread an old favorite? Take the time to retreat into your mind.

If your periodical reading is on the straight and narrow, maybe you should break out of it for awhile and start reading some of the consciousness-raising "pulp" magazines currently available.
A Sampling:



Black Bart Brigade

P.O. Box 84
Canyon, Calif. 94516
(415) 339-8745
To be published every six or eight weeks, donations (e.g. $5 for six months, $10 per year). Directed primarily toward middle aged, middle class, middle income Americans who want to restructure their lives. Includes personal experiences, project descriptions, resources and a register to bring together people interested in getting The System out of their systems.

Workforce

(Vocations for Social Change)
P. O. Box 13
Canyon, Calif. 94516
(415) 376-7743
Bi-monthly (donation). A magazine that is really a reference work. Contains reports on new projects which need people. Also lists resources, people and publications. Can help you generate new ideas and put old ones into action.

Source

2115 "S" Street N.W.
Washington, D.C. 20008
(202) 387-1145
Subscriptions: $8 per year. A guide for everyone working toward radical change. A resource encyclopedia containing thousands of descriptions of projects, groups, prototypes, books, tapes, films, periodicals. The thirteen sections of **Source** deal with topics such as communities, health, culture, agriculture, justice/repression, etc.

Outside the Net

P.O. Box 184
Lansing, Michigan 48901
(517) 351-9392 or (212) 370-4727 (N.Y.)
Fifty cents per copy. Edited for those who seek a humane alternative to America's educational system. It analyzes schools and media and their relationships to society, explores alternative educational life styles, and serves as a link to the underground press and Liberation News Service to spread information about change in education.

The Radical Therapist

Hillsdale, N.Y. 12529
Monthly—$6.00 per year. For all people concerned with redefining "therapy"—professional and layman alike—in latter century America and making therapy systems responsive to the needs of the people, not the therapists. Discusses how current forms of therapy serve the status quo; examines alternatives and encourages new groupings of radical therapists.

Tulgy in a burble woods?

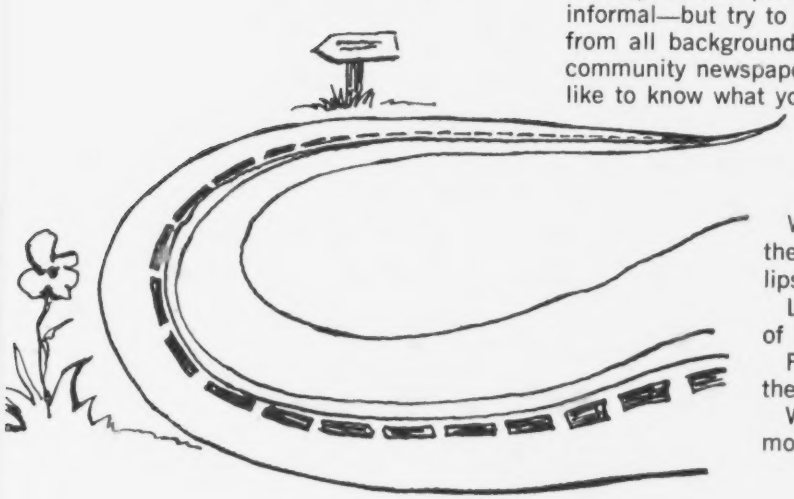
Lewis Carroll's poem, "The Jabberwocky" might not make sense, but plunging into the great outdoors does—nothing else can enliven you like camping, but do be prepared. Take short hikes to build endurance, learn about parsimonious packing of gear and be sure to include emergency supplies. Abercrombie & Fitch, The Sierra Club and others can supply you with good equipment and advice. Before you backpack you might want to read **How to Stay Alive in the Woods** (formerly **Living off the Country**) by Bradford Angier (MacMillan, 241 pp., $5.00). Though somewhat repetitive of his other works, the special emphasis here is survival and should give you an idea of good outdoor practices—whether you're stranded or not.

Plan a survey.

• Before you counsel people as to what they should do—find out what they want to do. We know enough about under and over achievement to know that we can't always direct people into or away from certain areas based on their performances. Some of your clients may have deep-seated desires that I.Q. or preferential tests won't register. One way to find out is not to test, but to ask.

• What do your counselees think about the emerging role of women, e.g.? How does your community encourage an expanded role for women? (The self-survey of sex attitudes in **Impact** No. 2 provides a good basis for developing a survey in this area.) Are people becoming more interested in learning a trade? Do they also want to go to college and want to know ways to combine these objectives etc. etc? You might also want to plan a follow-up study of your counselees. Where are they now, what are they doing and how have their personal and career attitudes changed?

• There are surely other questions you have that would help you develop a total picture of your work. A survey can be simple and informal—but try to get a representative sample—talk to counselees from all backgrounds. Then publish your findings in the school or community newspaper or send your results to **Impact.** We too, would like to know what your counselees are thinking.



When you meet your friend on the roadside or in the market-place, let the spirit in you move your lips and direct your tongue.

Let the voice within your voice speak to the ear of his ear;

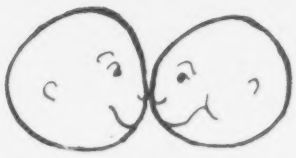
For his soul will keep the truth of your heart as the taste of the wine is remembered.

When the colour is forgotten and the vessel is no more

Kahlil Gibran
The Prophet

Be a good neighbor . . .

Pitch in on clean-up day, help your neighbor plant a tree or invite the gang over for hot dogs. Your neighborhood children can be pests at times, but usually they're likable and you'll find them more cooperative (like staying out of the flowerbeds) if you devote some time to them. The 1972 edition of **The Old Farmer's Almanac** (Dublin, N. H. 03444) describes some time-tested but still with-it children's games—some you may have forgotten. You might even help put together a "little people's park" with well-sanded cable spools, crawl-thru pipes, tire swings and other safe, sturdy "junk."



Engage in P.R. activities wherever you are.

Get students interested in and aware of offerings in educational and career areas. Speak with local business men and women who might help you direct students to interesting career opportunities. Talk with parents—as parents, and as people who might be interested in their own continuing education and career development. The park, pool, tennis court, super market, laundromat are all informal places where you can get to know people in your community who provide you with support and who in turn could use your counsel.

Shape Up Career Planning Curriculum!

Plan an in-service activity for teachers in your school—the objective —to incorporate career information material into various subject matter areas. Work on setting up objectives and goals and then consult with teachers on setting up specific units and activities. The resources and resource people generally available are large and the benefits to kids certainly worth the effort. Start your planning by checking:

Bailey, Larry J. (Ed.). **Facilitating Career Development: An Annotated Bibliography,** Illinois State Board of Vocational Education and Rehabilitation, Springfield, July, 1970. ED 042 217 MC-$0.65 HC-$6.58. 137 pp.

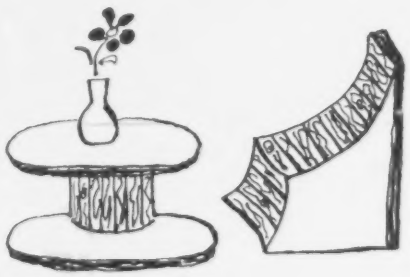
Vocational Guidance Models, A Review, New York State Education Department, Albany, 1969. ED 038 533 MF-$0.65 HC-$3.29 53 pp.

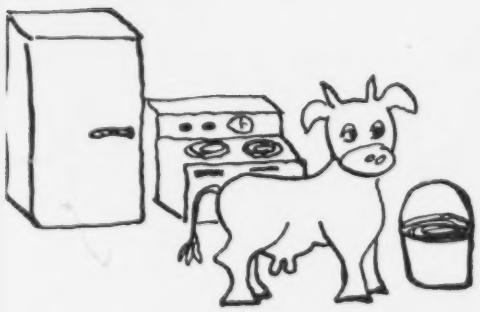
Proceedings Fourth Annual Conference of Guidance Personnel in Occupational Education, New York State Education Department, Albany, May, 1970. ED 047 326 MC-$0.65 HC-$3.29 62 pp.

Hansen, Lorraine Sundal and Others. **Career Guidance Practices in School and Community,** ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. ED 037 595 MC-$1.00 HC-$10.00 200 pp.

Spiff up your environment.

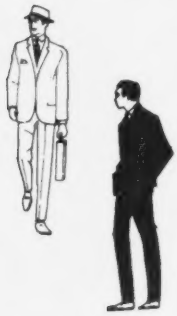
Now is the time not only to reorganize files and paperwork but to make your counseling setting more conducive to intimacy, comfort and animated conversation. Alicia Bay Laurel, author of **Living on the Earth** (Random House, New York, N.Y., 104 pp, $3.95), has some colorful, inexpensive and simple ideas for furniture you can put together yourself. Your office might even inspire art and shop classes to design new furnishings for drab corners in the school. Cheap, durable cardboard furniture with an amazing velvety finish is now on the market. If you're surrounded by some of this ingenious beauty you can be a more beautiful person.





Try a dairy garden in your kitchen.

Gayelord Hauser's yogurt recipe (**The Mother Earth News,** Vol. 1, No. 1, p. 42) is simple to follow and doesn't require fancy utensils: Add 1/2 cup of powdered skim milk to one quart of fresh milk and mix with an electric mixer or by shaking in a Mason jar. Heat milk very hot but not boiling. Test by putting a drop on your wrist; it should feel hot but not burn. Stir in 3 tablespoons of the best tasting, unflavored ready-made yogurt you can find. Pour the mixture into a double boiler or into a pan set into a larger pan of water and place near a radiator or on the pilot light of a gas stove Cover with a folded towel just like you cover raising dough when making bread. You'll have more than a quart of fortified yogurt in about 5 hours. Keep in refrigerator. Hauser recommends eating a pint of yogurt a day.

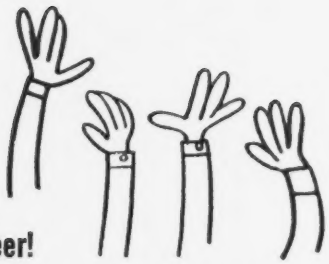


Career Day, drear day—

But it needn't be if you start planning now. Go low gear on the "lectures by experts" and booth displays. They have their place, but students are the ones concerned; they should also be the ones involved. Contact members of the debate team or drama club in your school to simulate job interviewing experiences or different career types. Their extemporaneous presentations can get the message across without boring students unmercifully. You and they might use as a resource **The Unabashed Career Guide** by Peter M. Sandman (Collier-MacMillan Company, Toronto/Ontario, Canada 253 pp., $1.95). It's a tongue-in-cheek but accurate report of what it's like to be in medicine, law, education, advertising, or other professions.

Other students in, for example, foreign language or mechanics classes can help round up experts that they know for a joint student-expert presentation of career opportunities.

These suggestions are far from definitive—a lot of coordination is required—but what's the use of career day unless students are genuinely and actively concerned?



Volunteer!

- The old as well as the young need help—besides, they might teach you something that only experience can bring. Contact your local senior citizens association. Senior citizens, thanks to Ralph Nader, are getting involved in consumer affairs. Help them start a local program so they can spend wisely and enjoy their retirement years.
- Tutorial programs probably exist in your area—find out where they are and see if you can't help children retain some of that knowledge they've built up during the school year. Slow learners are especially in need of "refresher" lessons during the summer.
- Other agencies and organizations that need your help and expertise include model cities programs, day care centers, Head Start, Upward Bound (for American Indian children), youth drug hotline and crisis centers and many more.

Here are two sources that can help get you started:

Invest Yourself: A Catalogue of Service Opportunities 475 Riverside Drive, Room 830, New York, N.Y. 10027 Annual, $1.00 per copy. The 1972 edition of this booklet includes more than 60 pages of every possible kind of volunteer service opening, both in America and abroad. This is full-fledged "establishment" for those who want to help others, and themselves in the process. Opportunities range through all fields, and run from occasional salary basis to subsistence pay to straight volunteer.

Hotline
Office of Voluntary Liaison (ACTION)
Washington, D.C. 20525
Weekly, free. A one sheet flyer of current service opportunities in socially oriented fields. Positions range from teaching and nursing to business management and bee-keeping. Salaries in a typical newsletter go from $200/mo. plus housing, up to $12,000 per year. Many agencies filter their needs for people through this office.

Birdsong

He doesn't know the world at all
Who stays in his nest and doesn't
go out.
He doesn't know what birds know
best
Nor what I want to sing about,
That the world is full of loveli-
ness.
When dewdrops sparkle in the
grass
And earth's aflood with morning
light,
A blackbird sings upon a bush
To greet the dawning after night.
Then I know how fine it is to live.
Hey, try to open up your heart
To beauty; go to the woods some-
day
And weave a wreath of memory
there.
Then if the tears obscure your
way
You'll know how wonderfu' it is
To be alive.

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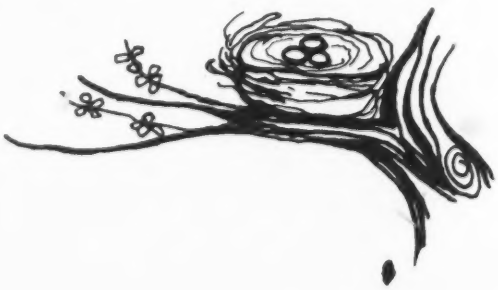
way station to Oswiecim



START
You Are Caught READING A COPY OF "THE GORILLA" BETWEEN CLASSES
GO BACK 2
LOCKER
THEY FIN
STASH
RETREAT
THE END: Graduations GO DIRECTLY TO COLLEGE FOUR MORE YEARS OF BULLSHIT
You Win! You Win??
THE HIGH SK
You Hold a Rally DEMANDING THAT STUDENTS HIRE & FIRE TEACHERS & CHOOSE CURRICULUM
NASTY RADICAL!!
BACK 6 SPACES
Today we are going to learn a new game. The name of this game is High Skool. Remember Pavlov and his dogs? Now you've got the idea. The object of the game is to finish in four years with a clean record, a clean mind, and maybe your sanity. A word of warning: forget about thinking. It will be your downfall and may even cause you to drop out in the middle of the game.
First pick your marker. There are three kinds of markers: Bright, Average, and Slow. Be careful. The
You Are Caught SMOKING IN THE RESTROOM. You ARGUE THAT TEACHERS CAN SMOKE IN THEIR LOUNGE
BACK 1
SUBVERSIVE MATERIAL LIKE THE GORILLA SHOULD BE BANNED FROM SCHOOL IT'S ALL TOO CONFUSING
ADVANCE 2
You Are Caught READING THE RED BOOK BEHIND YOUR CHEMISTRY BOOK You Have to STAY AFTER SCHOOL + WRITE 1 PAGE + LOVE IT OR LEAVE THE BOARD 100 TIMES ON
BACK 3
BAD REPORT CARD You Spent TOO MUCH TIME PASSING OUT LEAFLETS. YOU CAN'T DRIVE YOU THE CAR FOR A WEEK
BACK 2
You Bring Home ALL A's. Your PARENTS OFFER TO BUY YOU A CAR
ADVANCE 3
You Believe School is a PLACE TO GET AN EDUCATION, NOT ASK QUESTIONS!!!
ADVANCE 4
BUNK
You Skip School Because IT IS THE VIET NAM MORATORIUM. THE PRINCIPAL FINDS OUT WHY YOU AREN'T IN SCHOOL
GO BACK 3
You Think That VIOLENCE IS THE ONLY SOLUTION
AHEAD 2
You Are Nominated TO THE RACIAL UNITY COMMITTEE. You SUGGEST FORMING A BLACK LIBERATION CLASS IN SCHOOL. You ARE KICKED OFF THE COMMITTEE.
GO BACK
YOU CHEATED!!!! NOBODY CAUGHT YOU' YOU GOT AN A+
TAKE AN EXTRA TURN
The Coach Calls You A FAGGOT When You Wear Beads To Practice. You Say, "So What?" You Are Kicked Off The Team. Go Back 1 Space

The High Skool Game originally appeared in the **Chicago Seed,** an underground newspaper. It is really not a game but more of a format in which to present a composite view of how a large segment of our population—youth—see one of our institutions—schools. (Note: replacing the c with k in words is used to denote dissatisfaktion with what the word stands for.)

The descriptions in the spaces and the rewards and penalties as well as the playing di-

POP QUIZ ? LOSE 1 TURN
YOU ARE A TROUBLE-MAKER! BACK 1
YOU DO A REPORT ON THE "Evils of Weed" FOR YOUR BIOLOGY CLASS. THE PRINCIPAL READS YOUR PAPER AT A SCHOOL ASSEMBLY. ADVANCE 4 SPACES! LOSE FACE
CONGRATULATIONS!!!!! YOU ARE ELECTED Home Coming QUEEN. YOU SAY "NO, it's A MALE CHAUVINIST CUSTOM. NO DATES FOR 3 Mo. LOSE 1 TURN
YOU ARE A MALE. YOU HAVE LONG HAIR. Go Back 5
YOU ARE A FEMALE YOU HAVE LONG HAIR. STAY WHERE YOU ARE
L GAME!
oose will stay with you the rest of your !! We almost forgot to tell you! If you brown or yellow or red, you have no choice. . Sorry, that's life.
ose dice and experience the thrills and the GH SKOOL, the great Amerikan experience.
word: You can cheat all you want. Just ght.
YOU SCORE HIGH ON THE PSAT. SAT. NMSQT AND DEST. ADVANCE 4 * DOLLIE: CO-OPERATIVE STUDENT TEST
THERE'S nothing Wrong With this School!
FLUNK START OVER
YOUR TERM PAPER IS EXCITING, ORIGINAL, YOU HAVE 2 DANGLING PARTICIPLES AND A SPLIT INFINITIVE CURSES! BACK 5
You boycott THE ARMY RECRUITER WHEN HE COMES TO YOUR SCHOOL. FURTHERMORE, YOU DEMAND THAT ABBIE HOFFMAN SHOULD HAVE EQUAL TIME LOSE 2 TURNS
LOCKER SEARCH - YOUR STASH IS HIDDEN BEHIND THE Bible IN THE LIBRARY ADVANCE 2
A B C
You SIGN UP FOR ROTC ADVANCE 2
You MISSED THE PSAT. SAT. - NMSQT (YOU WERE IN DC TO LOBBY AGAINST THE DRAFT) BACK 5
You are SUSPENDED FOR TELLING YOUR LIT TEACHER THAT SHAKESPEARE IS IMMATURE. HE SAYS YOU Go BACK ONE. LOSE 1 TURN
U OFFER TO HELP ARD DOOR AT THE ANCE TO KEEP OUT NDESIRABLES. THE ACULTY ADVISOR APPLAUDS ADVANCE 2
YOU TELL THE COUNSELOR THAT YOU DON'T WANT TO TAKE HOME EC. YOU WANT TO TAKE DRAFTING SHE SAYS YOU AREN'T FEMININE. GO BACK ONE
YOUR TERM PAPER IS NOT ORIGINAL, BUT IS DONE IN THE PROPER FORM WITH NO SPELLING ERRORS ADVANCE 2 SPACES!
Twice 4 are 8.
Your bonnet is not straight.
YOU MEMORIZE ALL OF THE CAPITALS AND THE STATES + THEIR CAPITOLS ADVANCE 5 SPACES
Apple. Arch.
YOU WEAR A SHORT SKIRT + SIT IN THE FRONT ROW OF Mr. CRABSHAW'S MATH CLASS ADVANCE ONE
PREGNANT - YOU ARE KICKED OUT OF SCHOOL. Pregnant women are dismissed.
UNTY KID LOSE 1 TURN
THE AMERICAN HISTORY TEACHER SAYS THIS COUNTRY IS AN EXPERT IN GENOCIDE. HE CITES INDIANS & BLACKS AS VICTIMS. HE IS FIRED! EVERY BODY GOES BACK 10.
CONGRATS! YOU WIN THE DAR Good CITIZENSHIP AWARD!! ADVANCE 2 SPACES

rections for the Game offers an interesting and important view of what is a contemporary high school.

So—round up some dice and people, use something as a token playing piece, something that reflects the kind of student you were, would want to be or would want to play—e.g., a quill, a football, a pill, a slide rule, etc.—then sit down and sharpen your empathy skills (or is it schills?) by playing The High Skool Game.

Play Some Games

Educational Games can be fun even though you don't wind up with as much paper worth as if you had just "made a killing" on the Monopoly Board. For starters you might want to do some reading—two of many possible suggestions are:

Boocock, Sarane S., and Shild, E.O. **Simulation Games in Learning,** Sage Publications, Inc.: Beverly Hills, Calif., 1968.
Gordon, Alice Kaplan. **Games for Growth,** SRA, College Division: Palo Alto, California: 1971.

Some commercially prepared games you could use are:

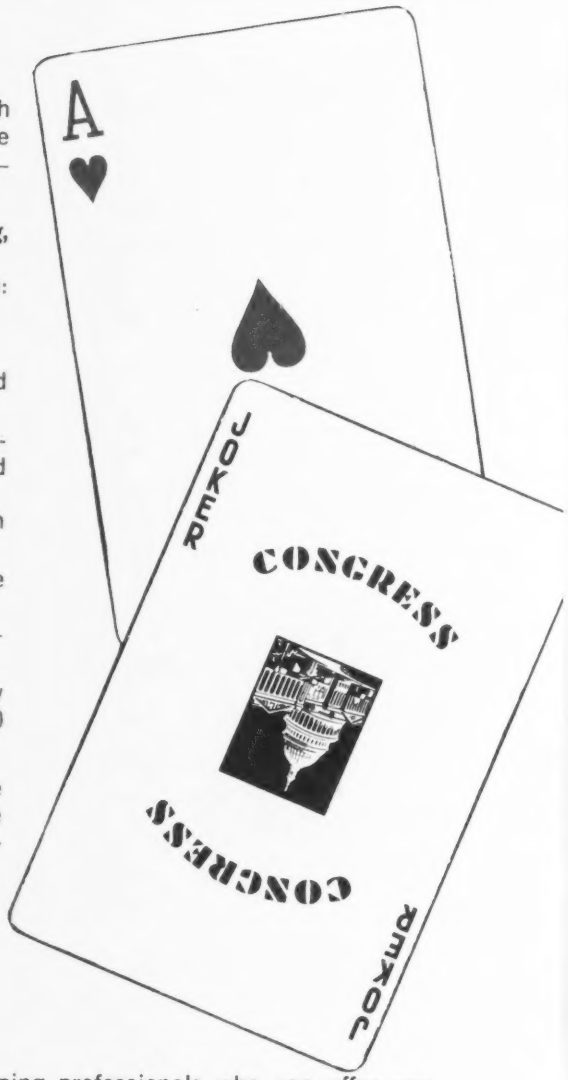
Horse Is Boss (simulates life of heroin addicts, prostitutes and hustlers.) Halfway Press, 1301 Orleans, Detroit, Michigan—$5.00.

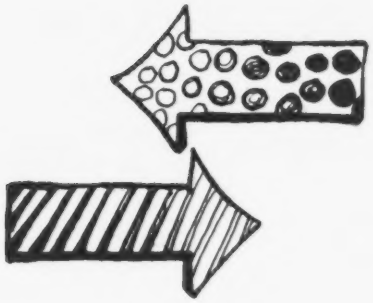
The Lib Game (through role playing and discussion provides insights into the dynamics of the women's liberation movement and points of view held by various groups.)
Creative Communications and Research, 460—35th Avenue, San Francisco, Calif 94121 $3.95.

The Youth Culture Game (simulates the relationship between the subculture of youth and the dominant American culture.)
Urbandyne, 5659 S. Woodlawn Avenue, Chicago, Illinois 60637—$15.00.

Ghetto (to teach non-ghetto dwellers the problems of inner-city life.) Western Publishing Co., School and Library Department, 850 Third Avenue, New York, N.Y. 10022.

This is only the beginning—more and more educational games are being developed and/or revised—investigate or even make up some of your own. (A future issue of **Impact** will be concerned with Educational Games.)



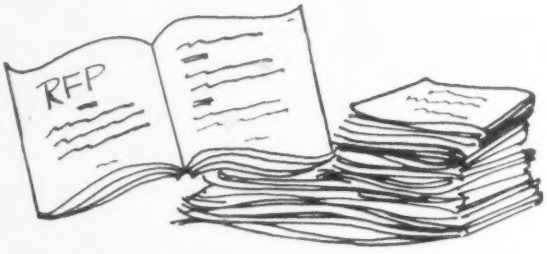


Exchange ideas.

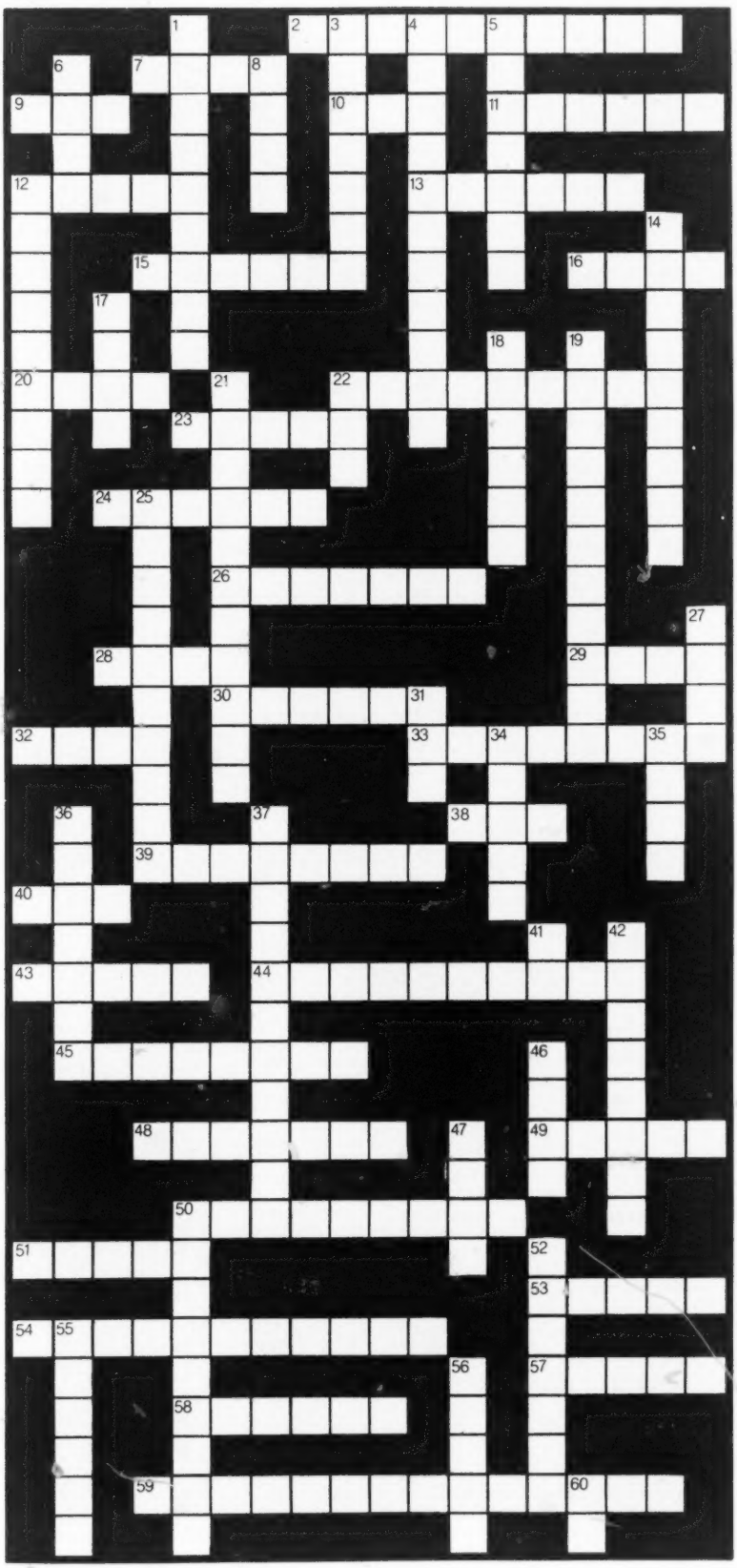
There are many kinds of helping professionals who can offer you some good cross-disciplinary tips. Why not talk with a marriage counselor, minister, priest, psychiatrist, nurse, bartender, psychologist, school counselor, social worker, personnel counselor or some other professional who represents a different view? They'd appreciate hearing from you too! Check **Black Bart Brigade, Workforce** and **Source** for contact people.

Write a proposal.

Zero in on one of those great ideas you've been expounding on and start to write up that proposal you've been thinking about. For available funding (and there is lots) start out by checking with the administrative individual in charge of research, state department of education personnel or federal agencies. Before going to work read carefully the RFP (request for proposals) that goes along with any funding monies. The RFP specifies the type of research or project it can fund and delineates the information required in the proposal. Remember proposal preparation varies—know who and what you're writing for before you start. For private funding opportunities you might want to check **The Foundation Directory** published by the Russell Sage Foundation (available in most libraries).



A PLUG IN YOUR JARGON PUZZLE



Key to this puzzle appears on pg. 61.

DOWN

1. a helping person
3. a response defined by the stimulus which it leads to rather than by the stimulus which elicited it (hyphenated)
4. the new school of human sexuality theory
5. the capacity for participating in another's feelings or ideas
6. one that is of equal standing with another
8. a national clearinghouse for educational information (abbrev.)
12. the analysis of a disorder from a pattern of symptoms
14. supervised practice
17. actual, tangible
18. spoken
19. progressive changes resulting from maturation and experience
21. introduction to a new system
22. supportive services in school settings (abbrev.)
25. the act of responding favorably to something or someone
27. a set of circumstances or conditions which require investigation
31. a projective test (abbrev.)
34. confidence, reliance
35. bits of information used as a basis for measurement
36. incisive investigation
37. a view of one's own totality (hyphenated)
41. a measure of what's upstairs (abbrev.)
42. the relaying of digested information back to its original source
46. a consortioum of helping people from the U.S. (abbrev.)
47. things which are supposed to measure something
50. a formal consultation to evaluate aptitudes or characteristics
52. to forecast, estimate the future of
55. option
56. young people
60. the unconscious source of all instinctual drives

ACROSS

2. helping somebody help himself
7. function assumed
9. large educational organization (abbrev.)
10. one's self as distinguished from others
11. a human being
12. used to modify mind and body functions
13. a kind of scale using descriptive words or phrases
15. one in an interview who has a problem on which concern is focused
16. used to interpret raw scores
20. uttered by mouth
22. assignment to a suitable situation
23. persons together to achieve a mutually related purpose
24. pattern of jobs one holds
26. remedial treatment for learning new attitudes and feelings
28. used to identify tests published by a particular institute (abbrev.)
29. Federal funding legislation (abbrev.)
30. a new publication that really packs a "wallop"
32. organization for school counselors (abbrev.)
33. capacity for learning
38. a vehicle under fire
39. an approach which selects ideas and methods from various systems
40. a specific occupational task
43. Dictionary of Occupational . . . (sing.)
44. six fast-paced pages for counselors
45. school services to help children develop their potential
48. total energy manifested by a group
49. aims
50. preferences
51. to undergo instruction or skills development
53. to send one to another for special help
54. level of success attained upon completing a task
57. physiologically based need for exploratory or simple activity
58. that which enhances existence (pl.)
59. restoration of the handicapped

Attend a Workshop

During the summer months, many **Impact** readers may be seeking ways to redefine and update their professional tools. Certainly, one avenue is the participation in workshops and institutes.

Northeastern University
Institute in Financial Aid Administration
August 7, 1972, to June 30, 1973, 22 participants, 2-yr. and 4-yr., in-service and pre-service
Director:
Mr. Thomas F. Harrington, Jr.
Associate Professor of Education
Northeastern University
360 Huntington Avenue
Boston, Mass. 02115
(617) 437-3276

• • •

Clayton Junior College
in cooperation with:
The Community Colleges of Georgia
Training Community College Faculty in Recruitment and Instruction of Low-Income Students
August 21-31, 1972, 75 participants, 2-yr., in-service
Director:
Mr. Stephen D. Edwards, Instructor
Clayton Junior College
Morrow, Ga. 30260
(404) 363-3800, Ext. 272

• • •

The Emerging Role of Allied Health in Rehabilitation and Innovative Practices in Coping with Drug Abuse, Alcoholism, and Related Social Problems
October 15-21. National Rehabilitation Training Institute, Inc. at Miami Beach, Fla. Contact: Syd Rudman NRTI, 4358 Neely Road, Memphis, Tenn. 38109

• • •

Eastern Washington State College
in cooperation with:
Washington Community College District 17
Training American Indians as College Counselors of Indian Students
September 9, 1972 to August 20, 1973, 50 participants, 2-yr. and 4-yr., in-service and pre-service
Director:
Mr. Henry J. Sijohn
Director, Indian Education
Eastern Washington State College
Cheney Wash. 99004
(509) 235-6016

• • •

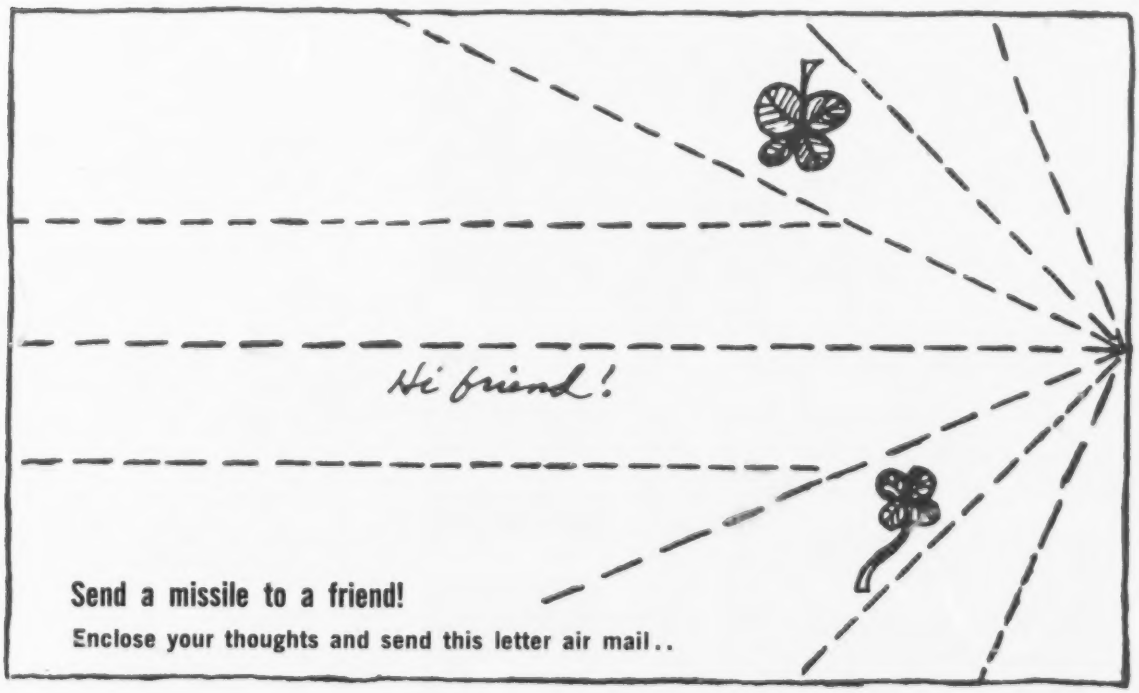
University of Washington
In-Service Training for Community College Placement Counselors
September 1, 1972—June 30, 1973 (one week in September plus follow-up sessions), 40 participants, 2-yr., in-service
Director:
Dr. Howard B. Larsen
Associate Professor of Higher Education
Center for the Development of Community College Education
University of Washington
Seattle, Wash. 98195
(206) 543-1891

• • •

Huron College
Training Program for Counselors of American Indian College Students
August 14, 1972—June 2, 1973 (one week in August, 1972, and one week in June, 1973), 50 participants, 2-yr. and 4-yr., in-service and pre-service
Director:
Mr. Donald D. Ross
Assistant Professor of Education and Director, Indian Programs and Studies
Huron College
Huron, S. Dak. 57350
(605) 352-8721, Ext. 243

• • •

Portland Community College
Financial Aid Officers Short-Term Training Program
August 21—September 1, 1972, 50 participants, 2-yr. and 4-yr., pre-service and in-service
Director:
Mr. James R. Ryan
Financial Aid Director
Portland Community College
12000 S.W. 49th Street
Portland, Oreg. 97201
(503) 370-6273, Ext. 6273



flashes... flashes... flashes...

. . . According to Milestone Press in Dallas, Texas, a student in one of England's grand old universities was combing through a pile of ancient documents. He came upon a regulation made in 1500 that each student was entitled to a *pint of distilled spirits* while studying for examinations. The rule had never been repealed. Armed with the facts, he pestered university officials until they provided the liquor.

Then *they* checked the old regulations and slapped a fine of five pounds on the student for *failing to wear a sword in class* . . .

. . . Dr. William J. McGill, the President of Columbia University, has warned that faculty dissent could "blow this university wide open" if Federal equal-opportunity regulations force Columbia's independent-minded departments to consider race and sex as criteria in hiring . . .

. . . One of the largest training centers for nurses in the U.S.—California State College in Los Angeles—has reported that male enrollment doubled during 1971. Many are unemployed engineers or aerospace workers, others returning veterans . . .

. . .Elementary school reading matter mentions such words as "he" and "boy" as much as three times as often as it mentions "she" or "girl" . . .

. . . Nine black inner-city Milwaukee bartenders have completed an experimental program designed to give them elementary counseling skills and teach them how to refer emotionally troubled "clients" to psychiatric clinics. Sponsored by the Mental Health Association, the program is reported to have been a success for both clients and bartenders . . .

. . . The *New York Times* reports that training programs for health care workers are proliferating at such a brisk rate, with no over-all planning, that many health administrators and workers are already beginning to wonder where and how newly trained personnel will be used in the future . . .

. . . Washington Post columnist William Raspberry says that discrimination against ugly women ("there's no nice way to say it") is the most persistent and pervasive form of employment discrimination . . .

. . . Canadian Census Department officials report that more and more Canadian farmers are beginning to grow marijuana as a cash drop. The census department is bound by law not to make any of its findings available to other governmental agencies . . .

. . . "Passion killing" (a husband killing his wife because of her adultery) is considered justifiable homicide (no punishment) in four states.

Funny thing about it is that a wife killing her husband because of his adultery is considered justifiable homicide in no state . . .

. . . In the last ten years there's been a 93% rise in rape nationwide. The biggest rise in all types of crime against persons. Even worse, gang-rape is on the upsurge in some sections of the U.S. In Washington, D.C. in the past 18 months, 30% of all rape victims had been attacked by 2 or more men. (If men are so much stronger that women are prevented from holding certain jobs, why does it take so many of them to subdue a woman?) . . .

. . . Starting April 29 the 350,000 couples who are expected to marry in France from then to the end of the year will receive the beginnings of a home library, courtesy of the Ministry of Education . . .

. . . In New York, a woman bank employee with 12 year's seniority asked for maternity leave. Because she was unmarried she was told to resign or be dismissed. However, an unmarried male employee who admitted fathering a child was not dismissed. [The woman was reinstated, but this is why many agencies are considering the question: Is maternity leave an absolute employee right, and if so, is failure to give time off for childbearing sex discrimination?] . . .

. . . According to Alan Pifer, president of the Carnegie Corp. of New York, it costs an average of $4,000 to keep a student in college for a year, but it would cost $7,500 to keep that same youth in military service, $7,800 in VISTA and $10,000 in the Peace Corps. Spending public money on colleges is not "the extravagance many people believe it to be, but a national bargain." . . .

. . . Doctors at the Dryburn hospital said today they have noticed a marked improvement in male orthopedic patients, who previously resisted treatment, since the British Broadcasting Corp. has begun televising the story of Casanova.

The serialized version of the famous lover's life has caused controversy in Britain because of the abundance of naked women shown . . .

. . . At Michigan State University a former coed, now a topless dancer, performed in an introductory communications course as a part of a classroom demonstration on sexual communications; class attendance reached a record high . . .

. . . The Opinion Research Centre in Britain recently asked 1,000 people to name the most desirable quality in a woman. Twenty-six percent of the men replied "intelligence," only 8 percent said "sexy" . . .

. . . The Gallup Poll has found that the percentage of adults in the U.S. 18 and older who have tried marijuana has tripled over the last two and a half years . . .

. . . With an initial group of four retired professionals, Ralph Nader has established a force that he expects to function as a clearinghouse for information about and for the elderly. Nader's first volunteers plan, among other things, to coordinate investigations into such problems as nursing homes, employment for older workers, retirement income and prescription drugs . . .

. . . Letty Pogebrin, who wrote *How to Make it in a Man's World*, has signed a contract with Random House for a study of the conscious and unconscious means by which children are directed into male and female roles. The title of the book will be *Raising a Free Child in a Sexist Society*. It will be published in either fall, 1972, or spring, 1973. According to Random House, a *Ms* article on the book has prompted 7,000 requests for the bibliography of non-sexist children's books it mentioned.

. . . Human Biology 10, a course on human sexuality, is Stanford University's most popular course ever—more than 1,000 students are currently enrolled . . .

Wrenn on the Contemporary Counselor

(A Condensation of a New Book)

Dr. Wrenn is no newcomer to Impact. *His views on contemporary and futuristic issues are shared through his participation in "Feedfore" which appears regularly in* Impact. *Dr. Wrenn is a past president of the American College Personnel Association and the National Vocational Guidance Association. He is a former editor of the* Journal of Counseling Psychology, *and is the author of* The Counselor in a Changing World, *which was written ten years ago and also examined the relationship between the counselor and his environment. Dr. Wrenn's book is not about counseling per se, but rather about those who do the counseling—people.*

From time to time, Impact *will undertake to present a condensation of a soon to be published book in the area of counseling which we feel is of particular and noteworthy value to our readers. Our first such offering is based on* The Contemporary Counselor and His World *by C. Gilbert Wrenn (Boston: Houghton Mifflin, 1972).*

It is "as persons that counselors are significant." Just as the rest of us function within an environment rather than in a vacuum, so does the counselor, and it is this environment that has implications for the contemporary counselor. Those who work with youth need to look at both the good and bad in youth, families, and society in general in an effort to help the counselor "attempt to understand" the world in which he functions.

Phrases such as "attempt to understand" are more appropriate than "understand" because the environments in which counselors and youth function are not concentric—hopefully they overlap sufficiently to afford, at least, this "attempt to understand." This volume might just as well have been entitled *The Caring Counselor,* since the counselor attempts to understand both himself and his client, in relation to the external world; this is a high form of counselor caring—and this is what it's all about.

With the world changing at a dizzying pace, being "contemporary" means, for both older counselors and adults, both knowing and caring about those areas of existence which are important for most people.

Generational Value Conflicts

Education, employment and social structures are important—to the individual and to society—but more critical are "neglected areas of knowing," such as changing values and those social conditions which foster such changes. The values we hold express the "way we are," and they are but one facet of the social condition. Values are also regarded as what "we ought to be," and in this sense they do not change readily because we regard them as permanently right and immutable, as distant points of highest aspiration. Values, however, may tend to be totally unrealistic, and by remaining in the realm of "permanent being," they may restrict change in toto. Values, to be viable, must be expressed in terms of a given social condition at a given period of time.

The rapid rates of technological and social change—have led youth to question those values of their elders which, to them, appear stagnant and no longer applicable.

Throughout the generations each group of youth and adults has come to grips with changing attitudes toward accepted value patterns. Today's youth are certainly no exception. It is these attitudes and challenges that the counselor—and all adults who would be accepting of youth—must examine and "attempt to understand." The area of greatest stress between generations today appears to be on the "value placed on past experience, authority, and patriotism." The rapid rates of technological and social change and the increasing mobility of our population which loosens generational ties have led youth to question those values of their elders which, to them, appear stagnant and no longer applicable. Fast change has been so woven into their patterns of living that they cannot accept the immutability of past value structures simply because their parents say it is so. While adults are strongly rooted to the past wherein their value structure lies, youth is rooted nowhere. They refuse to look back toward the past; they rush headlong into the future.

One could compare the rower (adult) who moves forward while facing the rear, with the paddler (youth) who moves forward facing forward, with perhaps an occasional, and very brief, glance toward the rear. Neither has a clear-cut advantage. As with most conditions, a happy blending of forward motion and backward-glancing would probably serve best.

The current generational conflict, while nothing new, has distinctive characteristics which make it perhaps more painful, likely to be of longer and stronger duration, and likely to make more of an impact than such previous conflicts. Youth today are far more numerous and better educated than their antecedents; they are more questioning not only of their parents but of all elders and the social institutions which they represent, including the schools, the courts, and the government. They want change and they want it *now*, and are willing to take more risks in openly pressuring "the establishment." Youth, while rejecting values of the past, have not found a new "right" for themselves and as a result find themselves struggling for a new set of values. Implicit in their search for a new "right" is the acceptance of the dignity and worth of the individual—the concern for each person as a worthy entity.

While the value of the individual may have been basic to the spirit of our founding fathers, that value, through the growing years of our nation, has largely given way to a sense of community wherein each person has been expected to surrender much of his individuality for the common good. The pendulum appears to be swinging, through our youth, back toward the concept of individual human worth, with the emphasis on people, not property. This concern for people has led youth to outspoken and often violent criticism of the war in Vietnam, of treatment of incarcerated persons, and of suspected injustices against the poor and the disadvantaged minorities. It would appear that while we expect youth to act in a responsible manner we have not provided them with the supportive society which enables them to do so.

The generational conflict—has distinctive characteristics which make it more painful, likely to be of longer—duration, and likely to make more of an impact than such previous conflicts.

Implications for the Counselor

It behooves the "contemporary counselor" to examine not only his personal set of values but the environment against which those values operate. With ever-present changes in our social environment, there is need for the counselor to "attempt to understand" changes, to be open to them, and to accept the possibility that he may have to review his own hierarchy of values. To remain impassive to change in the face of changing reality is unsettling not only to healthy personal functioning but to healthy counselor functioning as well.

The counselor, being an adult, is likely to have a set of values incongruent with those of his client. Neither is called upon to alter his values in order to bring about an effective counseling relationship; however, each is called upon to accept the right of the other to hold values differing from his own. Unless a counselor can enter a counseling situation accepting the right of his client to be different and to hold different values, the outcome is doomed from the start. This is not to imply that he has no right to express his convictions, but rather that, as a counselor, he has an obligation to his client to do so sparingly and consciously.

Moral Values

Generational values are in a state of flux, which in and of itself is not an uncommon phenomenon. What contributes to a state of phenomenon is the enormous number of young people we have today and the nature of the points of conflict. Areas of disagreement are very personal and sacred to adults—attitudes toward family, country, sex, work, responsibility in general. Changes in the technological and social environment have broken down accepted mores in these areas for young people who, because of sheer numbers, are able to be more responsive to peer pressure than to family and/or adult pressure. The family no longer exerts the kind of stable influence it once did; the family, in fact, no longer exists as it once did. It does not serve primarily as a unit for work and procreation as in pioneer days. With advancing technology, a family may not even seem necessary to many, since people no longer feel it desirable to have large numbers of children, nor do many feel it is the duty of a man to support a woman.

It behooves the "contemporary counselor" to examine not only his personal set of values but the environment against which those values operate . . . young people are helping sex values to change, with the major function—being viewed not as procreation but as recreation. Society will come to see sex as serving different purposes for different people.

women are increasingly supporting themselves—as well as children and parents. Young people tend to see each other as individuals who complement their needs rather than who supplement them. Sex relationships are casually entered into and, while they may be looked upon with disfavor by adults, they are accepted by the youth peer culture. Increased mobility adds not only to the variety of behaviors, sexual and social, to which young persons are continually exposed, but also to the general lessening of family cohesiveness. Frequent uprooting diminishes the influence of the family, thereby creating the vacuum into which the influence of the peer group flows. With the decline not only of the influence of the family but of its "co-body," the organized church, the young people tend to be hedonistic in their attitudes—gratification **now**!

Increasingly, however, sexual relationships are becoming more encompassing than merely "the" sexual relationship—and are expanding to cover the entire realm of sexuality. The relationship between a man and a woman, and between a boy and a girl, is being seen as a total and egalitarian kind of relationship, not merely as an outlet for sexual encounter. It is anticipated that the physical side of sex will become less significant and the emotional and intellectual dimensions of male-female relationships will become more significant. With the ability to discuss matters sexual in an open and, to them, nonthreatening manner, young people are helping sex values to change, with sex being viewed not as procreation but mainly as recreation. Although American young people talk very openly about sex, they are far less active sexually than their foreign counterparts, suggesting perhaps that they have a strong feeling of responsibility about sex despite the fact that whatever they do is often disapproved by their elders.

Increased "sexual freedom," curiously enough, seems to have brought a new sort of dilemma to young persons. They now experience concerns not over what they *do* do but rather over what they *don't*, or *can't* do. This attitude, is of course, at variance with the older generation which still experiences guilt over nontraditional sex experiences.

As has previously been suggested, youth is less influenced by family and church and more by their peer culture which, because of sheer numbers and greater social mobility enables them to go about their business with support for whatever behaviors they adopt. One area of currently changing values is homosexuality. Although homosexuality has been prevalent in society since recorded history began, Americans in particular have not accepted it and have dealt with it harshly on the legal as well as the social level. With more open discussion and acceptance of sexual behaviors, attitudes toward those who practice "different" behaviors are becoming more tolerant and accepting. Some established churches have been advocating more understanding. The law in virtually all states still considers homosexuality a criminal offense, even be-

> Youth, while rejecting values of the past, have not found a new "right" for themselves, and as a result find themselves struggling for a new set of values.

tween consenting adults. Illinois and Connecticut have recently acted to remove this type of behavior from the realm of illegal acts; perhaps other states will follow their example. It seems apparent that the traditional attitudes toward sex —that it is primarily a biological act designed solely for procreation—must change. Society will come to see sex as serving different purposes for different people.

While youth's more open approach to sexuality is a favorable sign, their approach to drugs is distressing. Although most adults view the drug problem with hypocrisy (adult use of alcohol, tobacco and barbiturates are "legal," hence not problem behavior), the current and future use of drugs among young persons is most disturbing. Available research is confusing, to say the least. People adopt viewpoints or reinforce old ones with limited knowledge. Research is not conclusive as yet on the effects of various drugs. One can say with certainty that different people at different times react differently to different drugs and dosages. It seems distressing that, knowing the chance people take when they use drugs which are illegally obtained, it is highly likely that the use of marijuana and hard drugs will increase in the future. What is of most concern is the reason why young people turn to drugs—research indicates that the use of drugs reflects a searching for a value system which is elusive. Drugs are, in a sense, a "copout, limiting life's richness, not enhancing it."

Implications for the Counselor

Attitudes toward sex and drugs are changing. Counselors, as well as educators and parents must learn to live with these changing patterns.* This does not mean they must "agree with"—it means that, just as people have learned to deal with a society which indulges heavily in alcohol, tobacco and tranquilizers, they must learn to deal with a society which is undergoing value changes regarding sex and drugs. One doesn't have to like the changes, but one must learn to live with them. The counselor, in particular, must have a "good set" when counseling students in the area of drugs. He must see the young person as one who, like many of us, is questioning social institutions and seeking meanings, but who is choosing a coping mechanism that is not only atypical but illegal. He must, however, be nonpunitive—it is his task to assist the counselee to find more constructive life styles in which alternate coping mechanisms are available. The counselor should be understanding of the circumstances which bring a drug user to him for help in the first place. It is usually a sense of despair and a cry for help—and does not respond to a threatening and punitive counselor. The counselor should also be familiar with the vocabulary of the drug culture, not only in order to communicate more readily with his clients but also to recognize possible overdoses from mumblings of counselees who are "high." The counselor should also be aware of, and have available to him, community referral sources for students who need medical help or crisis intervention which is often more acceptable to a user if it comes from a peer group outside the school, such as crisis centers, telephone services or ex-addict-operated rehabilitation groups.

Most critical to the effectiveness of counselors working with youngsters in the area of drugs is the problem of confidentiality. It is a "must" for the counselor to give prior thought to his feelings in this area and to elaborate on them to both the administration and the client so there will be no misunderstandings. If the counselor feels that, given certain circumstances, he must go to the authorities, he is obligated to make that perfectly clear to the counselee beforehand.

In the area of counseling for sexual concerns, the counselor must be aware of his personal hangups and admit to them when they seem to threaten his nonjudgemental attitudes. If his personal feelings do not permit him to function effectively in this area, he may require counseling himself.

> It is incumbent upon counselors to attempt to understand youth and the worlds in which they live, as well as themselves and their worlds.

Social Values

The basic difference in value orientation between the prevailing culture and the counter-culture appears to be in their respective perceptions of what is regarded as scarce within society: the former tends to cling to the historical perspective of "goods" scarcity which leads to preference for property rights over personal rights. The latter receives a scarcity of natural congruence between people and their environment, and so supports personal rights over those assigned to property. This particular assumption is one of abundance rather than scarcity, which in turn fosters the corollary assumption that competition—even work—is unnecessary, and that human aggression in any form is intolerable. With contemporary society functioning on an assumption of scarcity, the prevailing culture finds it impossible to permit acceptance of the counterculture with its nonconforming ideas.

The prevailing culture is deeply affected by the

*A future issue of Impact will feature articles on both women and homosexuality. Watch for them.

transitory nature of contemporary society. Families move regularly; structures, too, move rather regularly—to make room for freeways and supermarkets or to give way to more modern facilities. People and familiar environments are uprooted with a dizzying frequency. Older persons find this very traumatic, and find it more difficult to "take root" as time goes on. Young people have been rootless most of their lives, and accept the mobility of people, places and things. Commitments are, of necessity, shallow and of short duration. Americans are becoming a very lonely people, living, as Toffler suggests "in the present" and suffering from "present shock," or the "ability to adjust to the present realities. They think and feel in the past while living in a social present that they cannot accept as real." This kind of "shock," accepted more readily by the young who have always lived with it, is a source of consternation to their parent generation and serves as an ideological barrier between the two groups.

With changing attitudes on the part of young people toward society and its goals, the counselor needs to be aware of social faults as well as virtues so that he can, by his own attitudes, help students feel "pride and responsibility" in the United States. A counselor should communicate his attitudes in a positive way, in order to encourage the client to think positively about his own future in society. **"If a counselor is concerned, students will be affected. Students do want to know what seems important to the counselor."** The question is not "do you share," but **"what** do you share?"

Society should act to present . . . opportunities for constructive change so that energies will be positively directed toward the improvement rather than the destruction of the social order.

Are youth of today the "canaries in the coal mine" of this generation? Are they the sensors and warnings of potential social explosions? A different spirit exists today than existed when *The Counselor in a Changing World* was written ten years ago. Youth today basically seem to adopt an attitude of distrust not only of themselves but of society as well. General concern for social injustice coupled with the need to be involved actively in social change catapults youth into activities which often seem faddish and irresponsible to their elders. While only a small minority resort to destructive rebellion, there is a tendency for youth to distrust anything that is "establishment." Youth, in fact, come in all kinds of packages, but the majority are still conventional and non-destructive. Counselors can work constructively to help parents understand that not all youth are dropouts who are bent on changing everything their parents hold sacred. Unfortunately, the very youth to whom counselors and parents need most to listen are the ones who turn most people off by their negative behavior. Those who want change exhibit impatience with those who either do not want change or who do not rush headlong—and headstrong—into things. Impatience breeds contempt and rudeness, characteristics which are not endearing to anyone.

Implications for the Counselor

Counselors, generally, see a "self-selected sample" of students, including not only dissenters but rejected children as well. These groups react negatively toward adults, and especially toward parents. Of course adults are often quite intolerant of those who differ with them—such as dissenting rude young people. Young people are intolerant of adults who disagree with them. While the rate of active and destructive dissent has slackened considerably, society should not bury its collective head in the sand and assume that problems have mysteriously disappeared. Society should act to present its young people with opportunities for constructive change so that their energies will be positively directed toward the improvement rather than the destruction of the social order. It is incumbent upon counselors "to attempt to understand youth and the worlds in which they live, as well as themselves and their worlds."

While the counselor, particularly now when discontent is more the rule than the exception among the young, may be more comfortable when he sees the conventional youngster, it is important for him to seek out the dissenter for whom there may not be any other adult willing to listen. Listening, attempting to understand, being informed about the world in which the young function—these will help the counselor to work more effectively with all kinds of youth.

Students do not exist in a vacuum—they are involved in a life away from the school—one in which the counselor does not share. Yet it is this very world, the world of family and community,

which tends to exert far more influence over the students than that of the school. While neither counselor nor teacher can actually know these "other worlds," it is vital that they have some understandings of them in order to assist the student in making realistic decisions regarding his future. The changing economic picture has great implications for such decision making; expanding technology coupled with an expanding work force does not generate enthusiasm for the future of today's students who will soon be additions (perhaps unwelcome additions) to this work force. National production levels have been left far behind the increased labor force and the rise in labor costs. These facts do not bode well for the workers of tomorrow. The changing status of women is providing a vastly improved image for women—not only on their part but on the part of men as well. Mobility, as mentioned previously, puts a great strain on value patterns, particularly among adolescents. Teachers and counselors must learn to recognize that those students who transfer into their schools are testing their old value systems against those which operate in the new environment, or making an effort to shed those old values and adopt new ones which seem more appropriate to them at the time.

> The basic difference in value orientation between the prevailing culture and the counterculture appears to be in their—perception of what is regarded as scarce within society.

Family Values

The family is being put to great tests with increasing mobility. Parents as well as children are confronted with clashes in their ways of living as well as in their own value patterns. While a healthy family environment will certainly contribute to emotionally healthy children, it is entirely possible for parents who are themselves emotionally damaged to raise emotionally healthy offspring if their marriage and family relationship remains warm. Contrary to accepted understandings, it is the father who is crucial in the area of solving emotional problems, and the mother who is crucial in the area of autonomy development. Of course, there is increasing overlapping of sex roles both in and out of marriage, and this overlap will continue to increase. With more and more mothers of school-age children in the work force (and the trend likely to continue), a problem arises which has great and grave implications for the counselor. While mother love tends to be unconditional, father love must be merited, and often is generated by "doing" rather than "being"

> Children with two working parents are . . . subjected to judgment by "doing" rather than by "being" and are in . . . need of someone who offers unconditional acceptance, such as counselors.

(Erich Fromm, *The Art of Loving).* Children with two working parents are increasingly being subjected to judgement by "doing" rather than by "being" and are in greater-than-ever need of someone who offers unconditional acceptance, such as counselors. However, the counselor must be particularly cautious in dealing with this area—he must never downgrade a parent, but rather should work to reinforce those areas of positive parental functioning and supplement those areas of poor or nonexistent parental functioning.

Economic Changes

With continual changes in economic patterns and manpower needs, counselors must be able to help young people understand that education per se is not the sine qua non any longer—rather that education to help one accept and deal with change is the important factor. Education in or out of school will come to be a lifetime undertaking, with particular jobs for which young people train becoming obsolescent, perhaps several times during a person's working lifetime. How people deal with such change will determine how well they cope with life. A counselor, to be of real value to his students, must help them understand these realities and prepare for them. He must work diligently at keeping abreast of changing economic trends, and must assist his students to prepare for occupational clusters rather than for specific jobs. He must also help young people to understand that their work, which hopefully will provide satisfaction and meaning in their lives, is only one facet of their existence.

Implications for the Counselor

In essence, counselors currently working with young people must give thought to several areas of special concern: (1) the prevalence, and wider acceptance, of divorce which makes it mandatory for the counselor to be particularly accepting of children from "broken" homes; (2) the greater numbers of working mothers, which makes it necessary for the counselor to provide "unconditional" regard; (3) the shifting racial patterns which increase the necessity for the counselor to work with youngsters unused to cultural diversity; and (4) the mobility trends which call for extra sensitivity on the part of the counselor to students new to the

With . . . changes in economic patterns—counselors must help young people understand that education per se is not the sine qua non any longer—rather that education to help one accept and deal with change is the important factor.

school. A "caring counselor," if he is to help others, must gain some understanding of the environment in which those others live and function. He must "go and see" the neighborhood in which his students live, not only to gain understandings for working with his students in general areas, but also to help provide him with a sense of reality concerning occupational and career counseling.

Educational Changes

One of the issues with which the counselor—the entire educational system—will have to deal is the fact that contemporary youth are considerably less motivated by what they learn in school than by what they learn outside the classroom. The relevance of their formal education is limited, yet the community places increasing responsibility on the schools for the total education of its young. It is hoped that those working in the schools will come to accept the enormity of educational influences which operate on youth outside the school setting. There is a need to attempt to differentiate between learning and education, or training. Robert Hutchins (former President of the University of Chicago and currently head of the Center for the Study of Democratic Institutions), suggests that if, in fact, "learning is our basic concern, we must deinstitutionalize education and let other agents have free access to the learning potential of the individual." Thus, it will become necessary for the schools to accept and complement those learning experiences which exist beyond its walls. While it is anticipated that our mandatory education system will continue to exist, it is certainly possible for both teachers and counselors to offer students activities which will provide them with more immediate satisfaction than has heretofore been the case, in an effort to "reduce the discontinuities between their biological life stages and their cultural life stages." Youth today is not future-oriented; yet the school as a social institution prepares them for a future which seems totally beyond comprehension. While all society faces, to some extent, such discontinuity, youth in particular resent such an approach, and come to regard the school with bitterness because it acts to curb their natural desires for expression.

This is not to say that changes are not being made—there are changes being made but they are being made ever so slowly. Some trends which should be regarded with cautious optimism suggest that: (1) there is an increasing move toward individualized learning, with the student having a voice in both the subject area and pace of his learning; (2) the role of the teacher is altering from the "director" of learning to the "facilitator," providing a more positive student-teacher relationship; (3) there are more technological supplements to learning; and (4) there is a more open environment in the schools, coupled with more flexible scheduling. The future of education—particularly higher education is a matter for serious contemplation. We should be especially concerned about the social-political role of the college or university; the financial plight of the private institution of higher learning; and the rapid spread of the two-year college which trains most of its students for vocational pursuits. There is also reason to be concerned that those great numbers of students who attend, and will attend, two-year colleges, will not obtain the assistance they require, particularly in the area of vocational counseling. The counselor, as a humanist, must recognize that there is an "indivisibility of cognition and affect in both learning and counseling." The counselor who deals with only one aspect of existence does only part of his job. To help a person develop as a total, unique organism is the goal of the humanists who are enjoying increased acceptance in the United States today.

The humanistic counselor must recognize that there is an "indivisibility of cognition and affect in both learning and counseling." The counselor who deals with one aspect of existence does only part of his job.

Implications for the Counselor

It is "the small spark of caring that fires the engine, a small spark but without it the car will not move." Caring is a complete way of life; without it the most seemingly "with it" counselor will be a flop. While "knowing" is vital to full-functioning, people tend to respond more directly to "caring" attributes on the part of teachers and counselors. For a counselor, this suggests two avenues of approach: to act as a reinforcing agent, one through whom the client (or student) has a positive experience; and to show concern, whether

or not it is accompanied by "answers." The ideal school counselor would stress continuing and preventive concern for the student and his total well-being and development, inclusion of the student in the process, and attempts to coordinate a total set of school experiences for the student.

While individual counseling has much merit, the current social and fiscal picture has altered sufficiently to demand a revision of priorities. With ever-increasing numbers of potential clients and limited increases in the number of additional counselors, it is vital that school counselors make more effective use of their time and resources.

Group counseling appears to be the contemporary thrust, and may well be a more successful route to follow, since it enables people to learn to function not only within themselves but within a group—and that is what society is all about! Among other "significant forward thrusts" in the arena of counseling developments are: (1) the utilization of the counselor as a consultant to, and counselor of, the classroom teacher; (2) the increased use of peer counseling, particularly among young people; (3) the increased use of technological supplements to the counseling process; (4) the emphasis on behavioral counseling and decision making processes; and (5) the realization that career counseling must involve "cluster" planning rather than "job-planning."

Contemporary youth are considerably less motivated by what they learn in school than by what they learn outside the classroom.

We need to avoid, during this current decade, "more of the same"—more counselors, higher certification standards, and lower counselor-client ratios. Concerns such as these are largely unrealistic —the public simply will not support funding for "more of the same." This is why we must focus upon the better utilization of time among those counselors likely to be available. Improvement of the learning environment should become one of the major objectives of the school counselor. By working with students and teachers, and by getting out into the community where his students live and play, the counselor will be better equipped to assist his students (and teachers) to become more complete individuals able to function well in society.

To accomplish these objectives, the counselor of today and tomorrow should seek to become a person who is capable of: (1) helping students by contributing to improvement of the school environment; (2) helping students through individual as well as group approaches; and (3) helping himself by keeping abreast of the reality which surrounds him. A "caring" counselor does not just happen. Training programs do not create them. A "caring" counselor starts with a "caring" person. Selection

Caring is a complete way of life; without it the counselor will be a flop. A caring counselor starts with a caring person.

into training programs, therefore, should receive new emphases wherein the "person of the counselor applicant is more significant than the amount of cognitive materials to which he is exposed." Once selected for training, counselor trainees should receive early exposure to people as well as to academics. They should have the opportunity to work with people from the beginning, and to coordinate their textbook learning with real-life experiences.

In summary, "the contemporary counselor must know the world he lives in, its trends and its moods, but that beyond this, he must care for what happens to the client and care for him as a person." Society can best be served by serving the interests of the individuals living within that society—the starting point must be with individuals and their needs. The counselor has a commitment to this goal which takes three forms: commitment to himself as a person of worth; commitment to his clients and associates as persons of worth; and commitment to society as well as the institution which he serves. The first commitment is the most important, since the counselor who holds himself in poor regard cannot hold others in high esteem. Once he reaches an accepting state of "being," he can move out into the social mainstream where he will move forward by "doing," since "being without doing results in non-being." A sign at the entrance to the Washington Monument in the nation's capital sums up the philosophy of "contemporary" counseling: "There is no waiting for those willing to climb the stairs."

underground soundings

Have you been using IQ tests without synthesizing for yourself what it is they really measure? We don't mean what they *say* they measure, either: a property inherited genetically, or the cumulative product of an individual's knowledge of his culture or environment, or a combination of both these elements. If you've accepted IQ tests at face value, you've accepted an operational definition—that what intelligence tests measure is, by definition, 'intelligence." Since the tests themselves measure "nature" and "nurture," we must necessarily accept these two elements as THE components of a person's intelligence. Is this a fair assumption? Is it not legitimate, equally, to question the socio-historical nature of all arguments which attempt to *reduce* behavior or character to racial, ethnic, or class heredity; that is, to question the nature of all arguments which attempt to explain the social *by means of* the biological?

> The attempt to account for social facts like oppression and exploitation by "proving" the inevitability of the symptoms of the oppressed and exploited occurs whenever the social structure is put under attack. When injustices are condemned, those who profit most from them use a portion of their profit (derived from the oppressed and exploited) to pay for the services of intellectuals whose function is to legitimize the existing order (or disorder).

What is it we are getting at, here? That all investigating parties seem to . . .

> agree that it lies within the realm of scientific method to raise the hypothesis of *innate* social differences between races and classes. In claiming that their methods are scientific, and that social science is objective and value free, both groups ignore a profound social and historical reality —which is that societal and cultural values are reflected in the thinking and ideology of that society and culture. To claim to transcend one's historical epoch is indeed to fall prey to it unconsciously. This myth also allows social scientists to avoid examination of the class and racial biases of their methods, experiments, facts, and theories.

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What we are suggesting is a personal and collective review of what IQ tests *say* they measure and an even closer scrutiny of the *legitimacy* of IQ tests to reduce and therefore explain social behavior as a consequence of certain biological elements!

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If you're concerned about the liberation of women, the forms of oppression they face, their given role definition, and matters of this order, think, for a moment, about the "double" oppression that gay women can experience: as women and as lesbians. For example, consider the legality of discriminating against a homosexual.

> Though they may be poorly enforced, there are laws in this country prohibiting discrimination in housing, employment, etc., against women and black people. Members of such groups who have the resources are able to fight such illegal discrimination, and occasionally win. In addition, it means that there is an official attitude in this country which filters down into people's consciousness that there is something wrong with discrimination against women and blacks. There are no such laws concerning homosexuals. It is not illegal to discriminate against a homosexual.

The "double" oppression seems to be blurred and indistinguishable in its aim, however.

> When considering the oppression of Lesbians, it is impossible to separate our oppression as women from our oppression as gay people. The two are completely inter-related and overlapping in many ways . . . A young Lesbian who is just beginning to discover her sexual preferences finds herself automatically in a position of rebellion against the traditional woman's role of wife and mother, and against the attitudes appropriate to that role: passivity, weakness, self-sacrifice. So her very existence poses a threat to the traditional set-up. This may be one reason why society makes it necessary for Lesbians to keep their identity secret: it would be dangerous if it became known that there are millions of women able to live without men, and outside of the family structure . . . A Lesbian's oppression does not end after she comes out. Society raises tremendous obstacles to successful Lesbian relationships . . . Society denies them any healthy examples to follow, and in addition denies them the support and reinforcement it offers heterosexual couples. There will be no relatives or neighbors to encourage them through difficulties.

A concise statement that captures the essence of this article is found in the opening two paragraphs.

> Homosexuality is as "natural" as heterosexuality. Human beings originally, at birth, possess only a generalized sexual capacity which includes the capacity for both homosexual and heterosexual love. It is the society in which one is raised that determines what direction this sexual capacity will take . . . The ancient Greeks held it to be on a higher, purer plane than heterosexuality. [Ed. note: *male* homosexuality, that is.]
>
> Our society, however, denies it any legitimacy whatsoever. The "naturalness" of gay love is attested to by the fact that despite this, despite the fact that every possible means, both forceful and ideological, is used to prevent it, millions of people in this country are gay.

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pp. 20-21

The awareness that we are trying to promote (provoke?) is not that homosexuality is where it is at and heterosexuality is out. To the contrary, it is that homosexuality and heterosexuality can live side by side IF both are tolerated by the society in which they exist. This is to say, "As a society, can we allow for a toleration of differences in sexual mores?" Our society has legitimized us as heterosexuals. Is it our right, then, as heterosexuals to determine that *everyone* in our society must adhere to our dominant and prevailing sexual code?

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Speaking similarly about women, this time in relation to their place in the labor market, another provocative article wrestles with why women are con-

fined to low-skilled and low-paying jobs. The cause is seen as threefold,

—that is, it is perpetuated by three groups working together to keep women in their "place" or, better yet, out of the labor market entirely.

The first group of practicing discriminators is women themselves.

We are socialized into male and female roles from pre-kindergarten days, and these stereotypes are reinforced in the home, in the school system, and in the labor market itself.

The practice of discrimination is further encouraged by employment agencies, both public and private. These stellar examples of bureaucratic ineptitude brazenly pretend to promote "equal opportunity." What that means is equal opportunity for women to get women's jobs, if you happen to be able to pay their fee, or, in the case of government funded agencies, if you are "disadvantaged."

Still another group of practicing discriminators is, of course, employers themselves.

The final power rests with them—they do the hiring. Employers cling more tenaciously to stereotypes of women's place than any other group. They use the same old hackneyed excuses for either hiring women or confining them to the low-skilled, servile jobs—in spite of the fact that most of these excuses—such as high absenteeism, leaving upon marriage and/or maternity, lack of physical and mental ability—have been proven false. It would be a tremendous blow to the male ego to admit that women might possess the intelligence, creativity, strength, ambition and drive to perform adequately in so-called "masculine" jobs.

Certainly, a positively charted course of action is needed—and provided:

We start with us. We start thinking of a job in terms of long-range vocational and career goals instead of as something to fill up 8 hours a day and bring in a little money. We must change our perceptions of where we belong in the world of work—we have a valuable contribution to make in every occupational area and capacity. After we work on these internal aspects, we can then start to look at the factors upon which we are basing our occupational choices; now that we are no longer confining them to "women's work" we can base our choices on more practical considerations, such as interests, aptitudes, salary, etc. Then we should prepare for the career we have chosen through vocational training, education, and whatever is necessary to compete as equals for the jobs we want.

This right, to compete equally for desired jobs, is a *legal* one provided by Title VII of the Civil Rights Act of 1964; discrimination based on race, color, religion, sex or national origin in hiring, upgrading, and in all other conditions of employment are expressly prohibited. The power to handle complaints and to enforce compliance with the law have been carried out with increasing success by the Equal Employment Opportunity Commission. Yet, although it is true that women have made considerable strides in implementing their legal right, the *caveat* is clear:

We've still got a long way to go.

Womankind
Vol. 1, #4
p. 16

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Do you recall the article in *Impact*, issue 2, on the returning GI (pages 38-44)? It was admitted that "too often the counselor response is reactive rather than preventive." A recent issue of *The Radical Therapist* presented an article on radical psychiatry and the Vietnam veteran which discusses a group procedure that has proven successful with hospitalized veterans.

The starting point?

The psychiatric distress of veterans of the United States military in Vietnam follows plainly and obviously from the experiences of those men. Large numbers of American soldiers were drafted, often against their will. Others, not given the facts, were convinced they would be fighting for freedom and their brothers and sisters, so they enlisted. Once inducted, soldiers are given the basic messages: "Kill or get killed" and "Don't think and don't feel." . . . At the gut level, many of these soldiers know there is something wrong with what has happened to them and with what they are doing. Of those that have this intuition or understanding, many become "mentally ill."

The radical psychiatry groups, unlike many hospitals, do not attempt to make the veterans discount their experiences, emotionally and intellectually, or even accept them uncritically.

In radical psychiatry groups we do not try to make veterans (or any group members) ignore or forget their experiences. We also don't try to "pig" (put down or attack) people and make them feel guilty.

Instead, the groups are used to get the veterans in touch with the oppressions that have caused their "mental illness".

It is very clear that Vietnam veterans have injunctions against thinking, especially about the ways in which they have been oppressed. In order for people to think and talk about things, a safe atmosphere had to be established. The "stroke economy" was loosened up by doing permission exercises which brought about stroking (giving human recognition and warmth as defined by Eric Berne). Protection was provided by not permitting "pigging" and "trashing" (group pigging) so that people felt like they could say what they wanted to without fearing attack. Then, certain clear statements were made to the group: "It is o.k. to talk honestly about your own actual experiences," "It is o.k. to talk about how you feel," "It is o.k. to consciously choose your values," "It is o.k. to be scared," "Your gut feelings count," "Your gut intuitions count." Often these words had to be repeated. These men had learned, probably in a very forceful way, that if they trusted their intuitions and feelings about themselves and their experiences, they would get in trouble (especially in the military).

Once the veteran can get in touch with (re-actualize) his oppressions, he is better able to cope with himself in his present existence. (This is not to imply that the "re-actualization" is an easy task, however.) The outcome is healthy for those who re-establish touch with their feelings and thoughts.

People leave groups feeling capable of handling most problems. In contrast with this defensive potency, social involvement is a chance to take the offensive and strike out against oppression. It serves the function of helping people feel better about bad things they have done by trying to end the roles which oppressed them. Involvement in a social struggle is a good way to feel a part of the human race. Alienation from the human race is not uncommon, especially with Vietnam veterans. To rejoin the human race is to work with other people for a world which is better for everyone, where people can think and love to their full potential.

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February, 1972
pp. 16-17

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As an extrapolation on the idea of "truth in advertising", have you considered the educational parallel, "truth in packaging?"

. . . to demand and to collect appropriate recompense when the label is not honest or when the contents are not as they have been advertised . . . in terms of something as specific and non-idealistic as delivery of skills which have been advertised and promised by the public schools but which, in certain situations, have not ever been delivered.

Why?

It is written, claimed, reported, documented and accepted in most quarters as unquestioned fact, that a year of public school, by present allocations and financial patterns—geographical, physical and such—is measurably short-changing children of poor people. If this seemingly obvious statement can in fact be statistically confirmed . . . (why not) sue the public schools they have attended for the loss of childhood, for yearly crippling, for injury sustained while in the place of work.

outside the net
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p. 10

If such a lawsuit were upheld in the courts, can you think of a more effective way to bring our public schools to accountability for the tax dollars they operate with?

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Synthesis

A common thread in the above material might be awareness: bringing into our existence a deeper awareness for the tools we use (e.g., IQ tests), the people we serve (e.g., women, lesbians, Vietnam veterans) and the institutions we member (e.g., the public schools). How can we create in ourselves (and in our clientele) a deeper awareness for the things and people that are blurred into semi-awareness in our daily lives?

We can question our experiences philosophically, by personally asking why we use the things we use and why we do the things that we do. Then, we can follow through this diagnosis with a solution of our own choosing.

Essentially, the process of increasing our daily awareness can be seen as a continual quest for the certainty in our own minds that we have actively chosen a way of doing something and of relating to someone. Have we accepted a way of doing something simply because it has been done that way in the past, or have we chosen a way of doing this thing because *we* have decided that it best accomplishes our purposes or goals?

Since our awareness is increased only by our greater involvement in and attention to the people, places and things that define a day for us, it follows logically that only *we* can create our deeper awareness.

Peace . . .

"quotes"

All these adults keep telling us we're supposed to be against busing. They tell each other "Burn the buses, tear down the schools, beat up the niggers." Who do they think they are? We're the ones who are going to school. We're the ones that have to live together. We can do it fine if they'll let us alone. I've made a lot of friends here at Jefferson, and my best friend, that's Keith Fowler, he's black. I'd like to have him come over and spend the night, but my dad won't allow it. I've stayed at Keith's place though. And we go skiing a lot.

John Kindig (13)
a white 7th grader at
Jefferson Junior High, Pontiac, Mich.

Multiculturalism, more than anything else, defines our national character. It is a difficult state of being. It is also a very splendid state of being. It opens up new ways of life for people of every ethnic origin.

Most people, unfortunately, never know the good side of living in two or more worlds because American history, textbooks, teaching techniques, and the schools themselves are still submerged in the old theory of uniculturalism—or, as it is usually called, the melting pot theory. I hope this is not what you teach your classes. To do so is to cheat your students and yourself.

Donald Morrison
President, NEA

Our goal now is to organize the black community politically . . .

Huey P. Newton

- A day-old girl is as smart as a 6-week-old boy.
- In primary school, fewer girls are word blind.
- Half of the boys by age 11 have flunked at least one important test but only one girl in three will have done so.
- At age 14, more girls pass all exams and with higher grades.
- In college entrance exams, girls' grades average 5 percent higher than boys' grades.

These are the conclusions of an Oxford University study.

Yet, most of the girls' superior intelligence, patience, persistence, imagination, dexterity, neatness, and willingness is wasted, said Donald Hutchings, an Oxford professor. He said at 18 most English girls give up and wait to marry even though a survey of 500 showed many would like professions. He said 83 said they would like to be scientists, 78 said they would like to be doctors and only 13 said they wanted to be housewives. "It's scandalous," the professor said. He blamed parents for discouraging daughters, teachers for teaching in "a man's way," and girls for drifting into dead-end jobs.

Detroit Free Press
March 9, 1972

I think schools in prisons should be part of the public school system. I think the prisons should be classified as school districts and we should adjust curricula to meet the manpower needs of Pennsylvania.

Harry Schneider
Director of Education for
Pennsylvania Correctional Institutions

He said that dying was the only way to get the attention of "the vast majority of black students who did not take a stand" and to "impress upon you the need to stop standing back and force out those 'sick' people who will never let us black people become equal, because they want to compete or fight with white folks instead of working with and understanding them."

from the suicide note of
Paul Cabell, Jr., asst. principal
(Beecher H.S., Flint, Mich.)
The New York Times
March 19, 1972

Dishonesty breeds more dishonesty . . . In spite of the series of imaginative defenses written by termpaper dealers in the local press, it is clear from the fact that they buy papers for as little as 25 cents per page and resell them—over and over—for as much as two dollars per page, what they really are: academic racketeers exploiting student dishonesty for juicy profits.

Harvard Crimson

The U.S. channels many of its most talented black citizens into professional sports, away from other high prestige positions. Effect is to decrease pressure of racial competition "without resorting to repression or physical coercion." Result: increasing militancy on part of black athletes.

Harry Edwards, Sociologist
quoted in **Behavior Today**

Free Schools at the present moment cover the full range of beliefs from the Third World Institute of all black kids and all black teachers, operated by a group of revolutionary leaders wearing military jackets, boots, and black berets, to a segregated Summerhill out in the woods of western Massachusetts offering "freedom" of a rather different kind and charging something like $2,000 or $3,000 yearly for it. The free schools that I care most about stand somewhere in tbetween, though surely closer to the first than to the second. The trouble, however, is that the intellectual imprecision of the school-reform movement as a whole, and the very special imprecision of the free schools in particular, allow both kinds of free schools to advertise themselves with the same slogans and to describe themselves with the same phrases.

Jonathan Kozol
Saturday Review
March 4, 1972

The number of women who die in middle or old age in asylums as the result of idleness in their genital organs is appallingly high.

Ludovici
The Future of Woman (1936)

It is impossible to understand Chinese education without an awareness of the role of Mao's thought. For him, practice is both the source and the test of all knowledge. At every level of Chinese education heavy emphasis is placed on the application of knowledge on the farm and in the workshop, the laboratory, and the factory. Experienced workers and farmers are called in to give practical lessons to students because education must be intimately connected with life so that it will be related directly to the pressing needs of society . . .

Many teaching techniques considered standard practice in America are regarded by the Chinese as individualistic and antisocial. Choice is collective rather than individual. Instead of exploring with finger paints or hammering abstract creations of scrap metal, Chinese first-graders remove the cork from bottle caps to facilitate their recycling. Others clean the streets, run errands for the elderly, make crystal radio sets and lantern slides, or learn sewing and barbering. The energy of the child as well as that of the adult is spent for the development of the nation.

Rhea Menzel Whitehead
Saturday Review
March 4, 1972

If something needs to be done
and
in the end it is not done
then
you and I are among those who did not do it

Anon.

Remember those 'ole *Reader's Digest* articles on how to tell if your son or daughter was using you-know-what? Well, the *Reader's Digest* has an article on how to tell if your daughter or son is on that dreaded killer diet—macrobiotics. Times change but paranoia doesn't.

Berkeley Tribe
February 18, 1972

To illustrate the child's way, Piaget often recounts his conversations with young children to the delight of everyone. Today he tells this story to illustrate the child's confusion about subjective vs. objective views of the world:

I am seated on a chair in my garden, my daughter is beside me; she is amusing herself by spinning around faster and faster. When she has become completely dizzy she asks me, "Are you turning or am I turning now?" "What do you think?" I respond.

Loren S. Barritt
Innovator
April 3, 1972

Apathetic men accomplish nothing. Men who believe in nothing change nothing for the better. They renew nothing and heal no one, least of all themselves. Anyone who understands our situation at all knows that we are in little danger of failing through lack of material strength. If we falter, it will be a failure of heart and spirit.

John W. Gardner

During the next year millions of men will suffer from painful, often fatal heart attacks. Ironically, many of these attacks could be prevented by one very simple, very cheap and very pleasant treatment: more sex.

Dr. Eugene Scheimann

They (young people) have exalted notions, because they have not yet been humbled by life or learnt its necessary limitations. Moreover their hopeful disposition makes them think themselves equal to great things—and that means having exalted notions. They would always rather do noble deeds than useful ones; their lives are regulated more by moral feeling than by reasoning—all their mistakes are in the direction of doing things excessively and vehemently. They overdo everything—they love too much, hate too much, and the same with everything else.

Aristotle

Love has to spring spontaneously from within: and it is in no way amenable to any form of inner or outer force. Love and Coercion can never go together: but though love cannot be forced on anyone it can be awakened in him through love itself. Love is essentially self-communicative. Those who do not have it catch it from those who have it. True love is unconquerable and irresistible; and it goes on gathering power and spreading itself, until it transforms everyone whom it touches.

Meher Baba

I recently overheard two women in a crowded bus:

Still-young matron in knit hat:
What does Marilyn do?
Younger woman with flying mane:
Nothing! She's some kind of volunteer.
Knit hat: Oh, I thought she worked.

I don't know Marilyn, but I'm willing to bet she does work. If she's a Volunteer Professional, I'm positive she does.

Ellen Sulzberger Strauss
McCall's

[Hindsight is often the only way to identify significant trends and events.] For example, the first Southern student sit-in at Greensboro, N.C., on Feb. 2, 1960 made only page 22 in the Feb. 3 *New York Times*. The play story, French Assembly/Votes De Gaulle/ Special Powers, seemed pretty important at the time, but the sit-in at Woolworth's lunch counter proved to be the decade's major Event.

John Dean
Chicago Journalism Review
March 2, 1972

Once an alternative school graduate begins college work, he has an advantage; he is accustomed to working with a large amount of personal freedom and independence. Perhaps this is why two colleges which have their undergraduate programs entirely in foreign countries (Friends World College and International Community College) have been writing to alternative schools seeking prospective students.

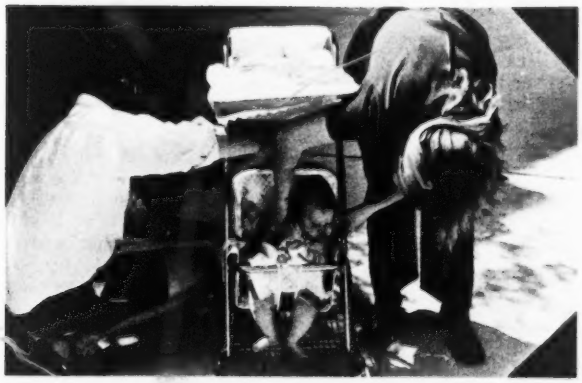
Walter Zintz
from "Admission to College from Experimentally Structured High Schools"
Education Explorer

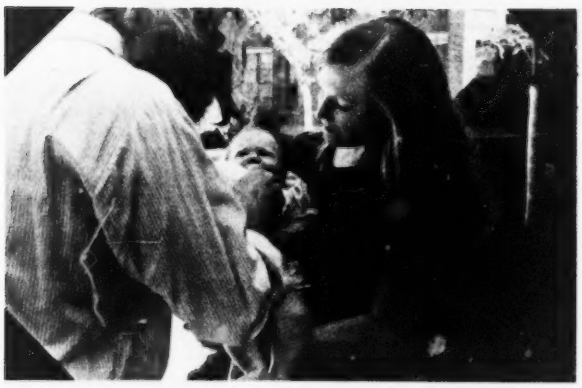
PARIS (AP) — Some people aren't rich enough or crazy enough to pay for weekly sessions with the shrink. So they can type up their problems and mail a "Dear Psychiatrist" letter. Within a week, the Psychoclub sends back an answer written by anyone from a single specialist to its complete team . . .

"Not speaking is like letting people wade in their own refuse, like being a voyeur. Our function is to put in periods and commas and permit others to hear their own speech."—an apt metaphor for analysis by mail.

Gerard Grass, psychologist

Can Parents Make





Impact has been fortunate in having the personal expertise of one of its Field Associates for the portion of this article on Parent Effectiveness Training (PET). Arlene Breckenridge, Guidance Department Chairman at Cooper High School in the Robbinsdale Area School District in Minnesota, has just completed a Leader Effectiveness Training course, and has heard Dr. Thomas Gordon speak on several of his professional visits to Minnesota.

The Parent as an Educator

Learning has generally somehow been considered the sole domain of children and young people, and the school has been selected as virtually the only source of such learning. However, it has, in recent years, become increasingly evident that a child is not a blank piece of protoplasm, to be molded and shaped by the educational institution he begins attending when he is five or six years of age. A child is part of a family constellation, and as such has already been "subjected" to learning experiences of many kinds prior to his entrance into school. How that family constellation acts, environmentally, upon that child will determine, in large measure, how well that child does, not only with the basic three—food, clothing, and shelter—but with emotional support and social guidance.

But what prepares parents for "parenting?" What short of educational experiences in their own backgrounds have provided a groundwork for such support and expertise? The truth is, virtually

the Difference?

none. This is not to say that all parents come to their roles with no insights and intuitions which can be gainfully employed in the satisfactory rearing of their young. But, sad to say, all too many parents find they are quite unable to "manage" themselves and their children in ways which produce positive and socially productive behaviors.

In response to current interest in the training for and subsequent involvement of parents in the upbringing of their youngsters, many programs have been launched which attempt to work with parents in the expectation that such efforts will "pay off" in more effective child rearing, generally, and more positive educational and social behaviors, specifically. Several approaches are being taken. Basically, they involve working with parents of school children, working with parents of infants and preschool children, or working with both parents and their children.

Proposal for Prevention: A Model for Universal "Parenting"

It has long been recognized that prevention is certainly preferable to subsequent intervention, so that those programs which focus on working with parents of young preschool children attempt to provide parents with those skills and knowledge necessary to perform well. It would be ideal if such preventive programs could reach all potential parents, rather than those who have already acquired that status. Robert P. Hawkins, in his report on "Universal Parenthood Training: A Laboratory Approach for Teaching Every Parent How to Rear Children," suggests that the institution which reaches virtually all potential parents and, therefore, is the logical one to undertake this type of training, is the school. He feels that child rearing should be a mandatory course for all secondary school students, offered on the same basis as are less universally-relevant ones such as algebra and chemistry. Such a course should enable the students to apply classroom learning principles to real-life situations through working with children in a nursery school which operates as part of the secondary school. Such nursery school experiences would, of course, be coordinated with classroom learning experiences which might well focus on three general questions: "What are children like? What behavior would be desirable in my own future child? How can these behaviors be developed?" Classroom learning might then progress through stages of child development, followed by reading and discussion in the area of child behavior, and concluding with further readings, discussions and monitored laboratory experiences with children where the concepts of the classroom would be "practiced" on real youngsters. It would be hoped that some outcomes of such an experience would be to help students learn to feel comfortable being themselves; to help them develop attitudes on mental health and individual differences; and to promote learning, directly and indirectly, through problem identification and problem solving. Hawkins concludes his plea for universal parent training by saying that "if the schools are committed to preparing students for living in and contributing positively to our culture, there is no training that could be more relevant for the individual or for the culture than training in parenthood."

Parent Awareness Programs: Models for Mothers

Since preventive programs designed for future parents are, for the most part, still in the fantasy stage of development, attention may appropriately be directed toward programs which are actually now being implemented with parents. Classes which affect family communication have begun to appear. One of these, the "Parent Awareness Program," designed specifically for Head Start mothers, tries to interest parents in upgrading their own perceptions and behaviors in an effort to provide more positive family environments for their children. This program provide mothers, in particular, with the opportunity to explore alternative behaviors, to examine their situations from the perspective of "similar others," and to share feelings and frustrations—which, in many cases, they cannot do at home because they are "parents without partners." In this program, the mothers meet regularly with a leader who may herself be a mother, trained to act as a group facilitator. The leader encourages participant discussion in an ef-

fort to provide a forum in which the mothers may express themselves to sympathetic peers. The group members act as support for one another through the realization, often for the first time, that they are not alone in the problems and anxieties which confront them. The program is designed to encourage: the building of better communication skills; improved parent-child relationships; increased self knowledge and self confidence; discussion of personal problem areas; and the expression of attitudes on discipline, drugs and sex. Part of the program calls for incorporating creative activities, suggested by the parent leader, into the normal home routine, in an effort to channel the youngster's energies constructively as well as to assist him in his mental development. Generally, mothers who participate in the Parent Awareness Programs respond more favorably to both the schools and the teachers. Perhaps best of all, they respond more effectively to their children: they report more effective means of behavior control and more general responsiveness to, and understanding of, their offspring.

Local school districts have devised adaptations of the Parent Awareness Program for their own needs. The Early Education Program of Ypsilanti, Michigan, for example, devised a two-year program designed to determine the advantage of incorporating mothers into an existing program of cognitive development among preschoolers. The children in the experimental group had been attending a nursery school which offered a curriculum based on Piaget's theory of cognitive development, devised with participation of the mothers involved. During the second year, this group of children were offered an enrichment session for half a day, four times a week, during the school year (nine months). In addition, tutorial sessions were conducted every other week with the youngsters—in their homes and in the presence of their mothers who were encouraged to participate. These same mothers were also urged to join small group sessions, held weekly, in which childrearing practices, instrumental in the development of the child, were discussed. Evaluation results indicated that, while there was little immediate impact on the youngsters involved in this program, there were desirable behavior and attitude changes on the part of the participating mothers. It is anticipated, in programs of this nature, that the changes in maternal behavior will eventually provide for more positive family support in the area of cognitive development of the youngsters. One of the main thrusts of this kind of program which aims at the involvement of disadvantaged mothers in particular, is that it helps the mothers to see themselves in positive roles as contributors to the cognitive—and behavioral—development of their offspring. The more intense and individualized this type of involvement, the more impact it appears to make on the mothers. ("Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children," by Norma Radin.)

Parent Effectiveness Training: A Model for Positive Parenting

Possibly the most talked-about program for "parent training" in recent years, one which offers potential for both the preventive as well as the prescriptive aspect of "parenting"—and the one to which we shall devote the major effort of this article—is the program on Parent Effectiveness Training (PET). The developer of this program is Dr. Thomas Gordon, who, as a clinical psychologist, long felt a need for training people for parenthood. "Parents are blamed, but not trained," he says in his book, *Parent Effectiveness Training: The "No-Lose" Program for Raising Responsible Children*. Ten years ago, in Pasadena, California, Dr. Gordon initiated a course to train parents who were already encountering problems with their children. Today, there are Effectiveness Training Associates in 47 states, with instructors specially trained in the copyrighted program. Perhaps even more important, parents are now enrolling before problems develop, so a preventive function is also being offered.

Precisely what is PET? It would seem there are a few key concepts, none of which should be new to counselors. First, the parent is advised to be "real," to accept his humanness and, thus, to expect to make mistakes and to be inconsistent. Second, the parent is taught how to listen so children will talk to him (show nonverbal as well as verbal acceptance and avoid roadblocks to communication such as judging, advising, demanding, demoralizing, etc.) Dr. Gordon says, "The critical factor is the parent's effectiveness in listening accurately to the nonverbal communication of the child so that he or she understands what is going on inside and can effectively give the child what he needs when he needs it. Gordon asserts that the failure of many childrearing specialists to understand this has resulted in much inadequate research and some incorrect interpretations of research findings in the field of child development:

> Numerous research studies have been launched to demonstrate the superiority of one method versus another —bottle feeding versus breasts, demand feeding versus scheduled, early toilet training versus late, early weaning versus late, strictness versus leniency. For the most part, these studies have failed to take into account the wide differences in the needs of various children and the extreme differences among mothers in their effectiveness in receiving their children's communications.

Third, active listening or "facilitative listening" is emphasized. Opportunity for practice is offered in developing this counseling skill in the Effectiveness classes. This skill demands that the parent keep the responsibility for solving the problem with the child at all times by avoiding direct intervention or advice. "By doing so, the parent is helping the child develop and use his own resources," Gordon says, and further states:

> Many parents are far too eager to take over their child's problems. They are so anxious to help the child

or so uncomfortable (nonaccepting) of his experiencing an unfulfilled need that they are compelled to take over the problem solving and give the child a quick solution. If this is done frequently, it is a sure way of retarding the child's learning how to use his own resources and his developing independence and resourcefulness.

Fourth, responses are divided into "I" messages, when the sender or parent wants to describe his feeling and impact of the other person's (child's) behavior on him, and "you" messages. The latter, although frowned upon, abound in our culture, especially from parents to children. The point Dr. Gordon makes is that when a parent says "you," he raises defensiveness and makes change less likely, particularly as children grow older. But an "I" message encourages a child to react positively by his realization of how the parents feels about his behavior as well as why he feels that way. By revealing his feelings, the parent thus opens himself up to better understanding by his child, which in turn may stimulate the child not only to see his effect on his parent but to improve that effect by more positive behavior.

Fifth, Gordon claims his is a "no-lose" method. He says in authoritarian parenting (Method I), the parent "wins" and the child "loses." In permissive parenting (Method II), he asserts that the child "wins" and the parent "loses." But in PET problem solving (Method III), he claims that neither parent nor child need lose.

If parents could learn only one thing from this book, I wish it were this: each and every time they force a child to do something by using their power or authority, they deny that child a chance to learn self-discipline and self-responsibility.

The "no-lose" method requires that the parent give up his power so that he can enter problem

Early this spring, fifteen "new" programs were officially operational as adjuncts to existing Head Start programs or Community Action Agencies, under the general direction of the Office of Child Development (HEW). Home Start, the name given to these programs, is a natural extension of Head Start in that it seeks to prepare disadvantaged preschoolers, particularly those not previously reached by Head Start, for the educational experience through parent involvement. "Whereas Head Start aims at involving the parents as one means of helping the child, Home Start aims at involving parents as the major means of helping the child." **(The Home Start Program: Guidelines, 1971).** It's focus is "the enhancement of the quality of children's lives by building upon existing family strengths and using parents as the major educators of their young children." (High/Scope Foundation News Release, March 21, 1972). Objectives of the program are:

1. To involve parents directly in the educational development of their children.
2. To help strengthen parents' capacity for facilitating the general development of their children.
3. To demonstrate methods of delivering comprehensive services to children and parents for whom a center-based program is not feasible.

Home Start is intended to be a total kind of program, able to provide not only home-based child development assistance, but also nutritional, health, social and psychological services for the entire family. While a family, to be eligible for participation, must have a child between three and six years of age, any younger siblings will automatically be considered as Home Start children. It is hoped that a family will remain with the program for two years.

Home-based preschool programs are not new. What is new in the Home Start component is the extensive evaluation of selected programs which will be undertaken in an effort to determine the cost-effectiveness factor of various types of delivery systems. Each selected center, while adhering to basic guidelines, may utilize those measures which it feels best suit its clientele. Various delivery systems may include:

1. Home visitor, visiting home and working with parents and child;
2. Home visitor, plus periodic group experience for children, coupled with daily early childhood educational television program such as "Around the Bend" (Appalachia Educational Laboratory) or "Sesame Street";
3. Home visitor, visiting home and working only with parents or groups of parents.

(The Home Visitors should, wherever possible, be persons who come from a culture similar to that of the families in the program, be knowledgeable about both child and human development, and be good listeners.)

Research and evaluation will be addressed to several issues:

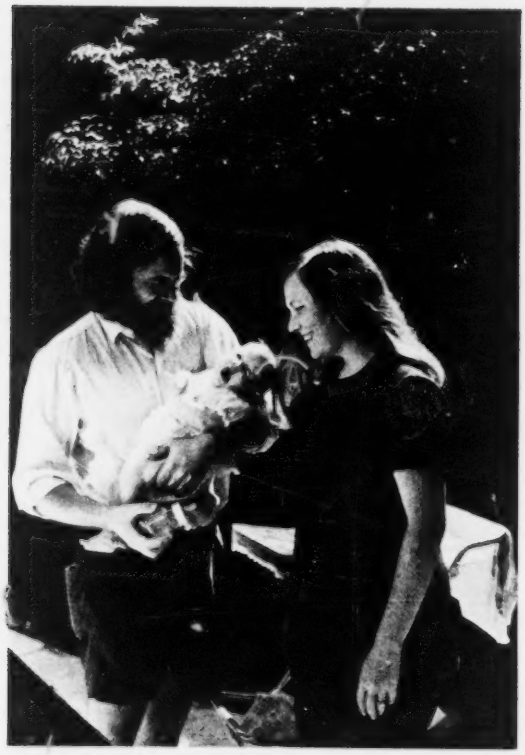
1. Can Head Start-type services be delivered as effectively and/or less expensively through a home-based program?
2. Are there common elements in all local projects which define the processes bringing about change?
3. Does Home Start enhance parents' self-image and teaching skills, and the child's development?
4. What are the effects on siblings of those children participating in the program?

Both a "formative" and "summative" evaluation will be undertaken. The "formative" phase will investigate the program in process—its' objectives, how they are being met, and changes needed for modification. The "summative" phase will be concerned with program outcomes and their relation to the initial objectives.

solving as an equal with his child. He utilizes active listening and honest "I" messages to arrive at a solution (compromise) that is genuinely acceptable to both child and parent, at least on a trial basis. This is a "democratic" method of child rearing such as Dreikurs and the Adlerians recommend. It is not too different from what Haim Ginott propounds in his speeches and in his book, *Between Parent and Child*, but Gordon builds practice into his classes so the principles are not so easily forgotten.

Sixth, problems are divided into those "owned" by the child and those "owned" by the parent, with some problems designated as being commonly "owned" by both child and parent (both are bothered). If a problem is "owned" by the child, the parent should employ active listening but should not assume ownership of it. Only those problems common to both parent and child, and where conflict exists, should be problem-solved via the "no-lose" method.

This program is usually presented to parents in a series of eight weekly evening meetings of three hours each. The cost ranges between $50 and $65 per person, and includes book and materials. Maximum class size is 25 to 30 people, with one instructor. Dr. Gordon explained that a great portion of the fee goes for the further development of materials, handbooks, tapes and instruction. He indicated that when he decided he could reach more people through the employment of teaching instructors than through his personal teaching, he attempted to control the quality of training through a systematic organization.



When counselors at the Minnesota Personnel and Guidance Association Midwinter Conference (January 1971) asked if the high cost did not preclude use of this method by lower and middle class parents, Gordon pointed to some government support programs now being developed, which will fund the program for parents who cannot manage the fee. How this will develop, however, remains to be seen.

Who are the instructors and how have counselors been involved in development of the program? These questions may best be answered through the examination of the establishment of a PET program in one state—Minnesota—from its inception through its development, in order to understand the purposes, personnel and potential of such an undertaking. It was a counselor who really introduced PET into Minnesota. Five years ago, Dr. Roland Larson, as former Director of Psychological and Counseling Services in the suburban Minneapolis school district of St. Louis Park, had a Title III government research grant, supplemented by a private foundation grant for one year, to find effective methods of counseling with parents. In searching for methods, Dr. Larson came upon Dr. Gordon's California parent classes, and went to California to learn about the program. He subsequently brought Dr. Gordon to Minnesota to train PET instructors. Most of the first such trainees in Minnesota came from the fields of school counseling, psychology and social work. While counselor training is not a prerequisite for instructors, Dr. Larson says the largest single group of PET instructors in the state is composed of school counselors. The PET instructors also include psychologists, social workers, nurses, ministers, teachers, school administrators, college professors, and various workers from the field of mental health. Dr. Larson, who is the Regional Associate for PET in Minnesota, and franchises instruction in PET and related courses, says that there have been about 225 instructors trained in Minnesota and about 2,000 parents who have taken the classes there. Instructors are trained in a 2-to-4 day workshop for which they pay, after having previously gone through a PET class as a student. Usually, a newly-trained PET instructor team-teaches his first course with an experienced PET instructor.

How effective has this program been? Dr. Gerald Thompson, a school counselor and President-elect of the Minnesota Personnel and Guidance Association, has taught several PET classes. He says, "I'm really quite excited about it. I've had testimonials from parents that it meant more than anything else they've done in opening up communication in the family. It's also fantastically helpful to the counselor in his own professional development through the promotion of a way of dealing with people that is practical and down-to-earth."

Several research studies have been done on PET. Dr. Larson completed one study a year ago (*School Counselor*, March 1972) under the title,

"Can Parent Classes Affect Family Communications?" He compared three kinds of approaches including PET and found PET to be most effective on his criteria. Various models have been utilized for research studies and can be obtained, according to Larson, from:

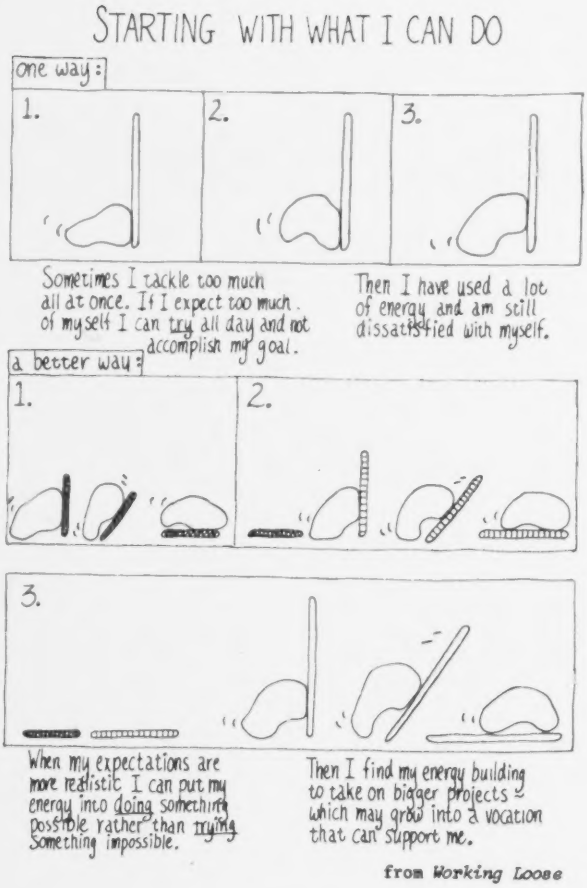
Dr. Tom Gordon
Effectiveness Training Associates
110 South Euclid Avenue
Pasadena, California 91101

Larson says:

> One of the strengths of PET is that it is an educational program and follows an educational model. Parents understand this and are comfortable with it. When you have instructors, textbooks, assignments, and a curriculum, what you do is seen as educational. Specific skills are learned and practiced. Participants can practice new skills in class and then try them out at home. It's helpful to the counselor because specific skills can be transmitted to others. Response and feedback are immediate. There is also the chance to change the environment from which the child comes and in which he spends so many hours, because, if the parents learn new skills, the children often change and learn new skills in response to the parents. Children learn a new model at home, and it reinforces good communication for them when they, themselves, become parents.

Not all counselors who have been exposed to or trained in the PET program are as positive as those quoted here. Because **Impact** is interested in establishing the "field validity" of Parent Effectiveness Training, we encourage readers who have come in contact with the program to express their views and constructive criticisms. Please address your comments to Impact/PET, P.O. Box 635, Ann Arbor, Michigan 48107. We plan to follow up this article with publication of your comments to better clarify for readers the actual potential of Parent Effectiveness Training.

In conclusion, PET has been found by some counselors to be a helpful method of working with youngsters through assisting their parents to learn more effective ways of dealing with them. However, counselors have raised some valid criticisms of the program, among these are: its cost, its idealism, its possibly greater emphasis on jargon rather than people, its time consuming method of problem solving, and its general lack of really "new" concepts for counselors. The strong points of the program are its basically simple form (anyone can understand the program and is given incentive to change parental behavior) and its educational format (a relatively non-threatening experience; a counseling agency is often met with resistance by parents with "problem" children). A look at some of the ways in which the concept of "education for parenthood" has been, and is being, implemented suggests that we are becoming increasingly aware of the importance of parent influence on the development of children. If that influence can be an "educated" influence, used to help children develop more creatively through the positive intervention of effectively functioning parents, the future of society will surely be brighter.


STARTING WITH WHAT I CAN DO
one way:
1.
2.
3.
Sometimes I tackle too much all at once. If I expect too much of myself I can try all day and not accomplish my goal.
Then I have used a lot of energy and am still dissatisfied with myself.
a better way:
1.
2.
3.
When my expectations are more realistic I can put my energy into doing something possible rather than trying something impossible.
Then I find my energy building to take on bigger projects which may grow into a vocation that can support me.

from *Working Loose*

Are You an Information Generator?

Do you have an unpublished speech? Report? Model? Instrument? Dissertation? Program Description? ERIC was created to assure access to the educational knowledge base. Our basic function is to aid the process of knowledge-sharing and feedback. Perhaps you have created an innovative program. Perhaps your insight and experience have led you to some creative thinking. Perhaps you've carried out some research. Is it in written form? If not, have you considered organizing it and writing it up to make it available for others to build on? ERIC is always looking for new documents. We continually review materials for Central ERIC's monthly collection in Research in Education. Let us review your paper for inclusion in Research in Education. If you would like to submit a paper, send two clean (suitable for Xerox reproduction) copies, preferably accompanied by an abstract of 150 words, to the Assistant Director for Information Processing ERIC/CAPS, School of Education, The University of Michigan, Ann Arbor, Michigan 48104.

reviews

Changing Children's Behavior
John D. Krumboltz and Helen B. Krumboltz, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

What does a teacher do when her class becomes unruly the moment she has to step out of the room? How does she raise class interest and morale? How do parents encourage their children to do their household chores? What do you do to discourage experimentation with cigarettes or matches?

These, and many other questions which daily confront those who come in contact with children and young people, are the "problems" to which the recently-published book by John D. and Helen B. Krumboltz, *Changing Children's Behavior*, addresses itself. The Krumboltz's have long been active in behavioral psychology, and attempt to share their insights through the presentation of specific behavioral principles, together with examples of practical applications.

Their book—a very readable one—is designed for anyone who has any responsibility for "helping young people learn more effective ways of behaving" (p.xv). Their main premise is that all behavior is learned, whether it is desirable or undesirable, and that the learning process is reinforced by the response of those significant persons in the environment of the 'learner.' With this in mind, the authors have selected a series of behavioral principles which they summarize and follow up with specific case studies in which applications are described. The examples are genuine, reflecting those problem areas most frequently encountered by adults involved with children.

Basically, behavior modification falls into five categories: (1) strengthening new behavior; (2) developing new behavior; (3) maintaining new behavior; (4) terminating inappropriate behavior; and (5) modifying emotional behavior. Within each of these categories, several specific methods of changing behavior are presented through clearly-described case studies. Alternative methods of handling situations are also frequently presented, particularly in instances where reinforcement is unintentionally being provided for undesirable behavior.

The techniques offered in the book suggest *how* behavior can be altered; they do not suggest *what* behaviors ought to be altered. Only the reader may judge what constitutes desirable behavior on the part of his "charges."

Possibly the most readily-applicable principle of behavior change is the 'Positive Reinforcement Principle,' utilized to improve or increase performance of a particular activity. Actually, all behavior is reinforced—often by lack of reinforcement or by negative reinforcement. What such an approach accomplishes is a direct outgrowth of the type of reinforcement used—lack of reinforcement may extinguish desirable behavior, and negative reinforcement may curtail undesirable behavior without bringing about more appropriate behavior. Obviously, neither of these approaches is consistent with effecting positive change. To reinforce a desirable behavior requires the presentation of a 'reward' immediately following performance. A 'reward' used as a reinforcer is not the same as a 'reward' used as a bribe. The former is a payoff for legitimate desirable behavior; the latter is a "corrupter" in that it is intended to "pervert the judgement of the child." (p.25). A reinforcer must also be adequate to the situation. An increase in allowance of ten cents a week may be highly reinforcing to an eight-year old; it is far less likely to inspire a seventeen-year old.

"Reinforcement is a mutual affair." (p.27). Not only do adults reinforce children, but children reinforce adults. Can you remember a youngster admiring your tie, or dress, or ability to read a story? Do you have youngsters of your own who "love your peanut butter cookies" (or "don't like your tuna casserole")? We all respond to encouragement by trying to live up to the expectations of those we consider significant, be they adults or children. As children perform better, the reinforcement may change gradually from a tangible reward to the personal satisfaction of a job well done. Such a transition is helpful to the youngster in adjusting to a world in which all good behavior does not receive immediate external reinforcement. Maturity demands that much of our satisfactions be personal ones. If a child is able to experience success in his early years, he will be better able to cope later on with occasional frustrations than one who experiences negative or no reinforcement.

It is crucial to remember that a reward, if it is to reinforce the desired behavior, should be presented as soon after the behavior as possible. If a child complains of hunger, but is not fed until he throws a temper tantrum, he will associate the reward (food) with the tantrum rather than with the legitimate complaint. Similarly, a teacher who responds with attention to a disruptive child merely serves to reinforce the disruptive behavior. Situa-

Dennis The Menace cartoon reprinted here courtesy of Publishers-Hall Syndicate, New York, N.Y.

tions can often be constructed wherein rewards are offered for alternative behavior which cannot be performed at the same time as the undesirable act, (Incompatible Alternatives Principle). In the above situation, for example, the teacher, rather than reward the disruption with negative attention, might present the disrupter with the opportunity to perform a valued class service which would necessitate a voluntary behavior change on his part. She might subsequently reward the youngster for performing well (or adequately). The point is that undesirable behavior should not be reinforced through recognition.

There are times when the situation is potentially dangerous to the child, and the activity must be halted or prevented. If a young child who lives on a busy street finds his ball has bounced into oncoming traffic, we certainly would not want him dashing out after it. We must somehow make him understand the potential danger before it becomes real. This can be accomplished by employment of what the Krumboltz's call the 'Avoidance Principle' which presents the child with the situation to be avoided (or a representation of it) together with an aversive condition (or representation of it). In our example, the child might be shown a picture of a busy street followed by a picture of an injured child. To prevent a child's playing with matches, we might show him a picture of a house, a real match, and a picture of a burning building, so that he can make the association without exposing himself or his family to danger.

Numerous cartoons from popular publications are delightfully illustrative of the principles presented. The more than 150 case examples which describe each of the 13 principles of behavior modification cover children of all ages, from several months old through late adolescence. The case studies are most helpful in delineating the areas of effectiveness for the particular principles. As you read them, you will note many situations which could easily apply to you, your students, your own children.

Sometimes it may be advantageous to terminate inappropriate behavior through what the authors call the "Satiation Principle,' which, as the name implies, calls for permitting (or insisting upon) continuation of an activity until the child grows weary of it. Obviously this principle should not be applied to areas involving physical danger: a child should not be allowed to continue to hit his head against a wall nor harm children or animals. But in instances of harmless, albeit undesirable, behavior, satiation will frequently work well. The Krumboltz's offer an example of a boy caught throwing spitballs in class. His teacher privately asked him to come in after school at which time she explained why spitballs might be dangerous to throw in a crowded room. (The lack of peer observers removed the element of positive reinforcement.) The teacher took note of his apparent enjoyment of the activity and asked him to make fifty spitballs to be thrown at a target she drew on the board. The boy was to keep track of bulls-eyes, and pick up the spitballs after he had finished to be sure he had all fifty. He quickly lost interest in this pasttime and never threw spitballs in class again. Note that the teacher never made any derogatory remarks about the activity, she did not embarrass him in front of his peers—she in no way reinforced the behavior. Rather, she provided him with a noncritical opportunity to "get it out of his system."

For those of you who are fans of Haim Ginott, *Changing Children's Behavior* will serve as a supplement to his several books on the relationship between adults and children. He, as well as the Krumboltz's, believe in accentuating the positive and, within a framework of love and acceptance, working to create an environment in which the child can make his own decisions, experience success, and know that whether or not adults agree with him, he is an accepted person in his own right. When all is said and done, and all the books have been written, isn't this what life is all about?

A word has power in and of itself. It comes from nothing into sound and meaning; it gives origin to all things. By means of words can a man deal with the world on equal terms. And the word is sacred. A man's name is his own; he can keep it or give it away as he likes. Until recent times, the Kiowas would not speak the name of a dead man. To do so would have been disrespectful and dishonest. The dead take their names with them out of the world.

N. Scott Momaday
The Way to Rainy Mountain

blueprint

Impact can only become impactful by responding to your interests and concerns. We need you to suggest topics and "prioritize" some which we have named (See **Impact,** Fall 1971, p. 57). We want you to help us draw a "blueprint" for the kind of magazine you want. A postcard with your priorities and suggestions will do. In fact, if you send us a postcard we will send you a supply for easy communication with us just to show you that we mean business about consulting you about your magazine.

surveyor

Surveyor randomly selected a number of our readers to respond to questions concerning their involvement with parents. Sixty per cent of the sample returned the instrument. The responses were, indeed, interesting. Here's what we found!

—Seventy per cent of our respondents stated that they are not involved in a regular counseling program with parents. This is not surprising, because 74 per cent of them have either a university position of professor or counselor educator or are in the director's seat of a state or district project, either consulting or counseling. Their macro-involvement makes it less likely that they would participate in regular work with parents.

—Twenty per cent indicated an involvement in ongoing counseling programs with parents, and stated that they have between two and four contacts weekly with parents.

—Nearly half of these contacts are three-way conferences involving the parent, student and counselor.

—Over half of the respondents rate these contacts effective.

—Our sample felt that these contacts enabled them to bridge the credibility gap, improve communication in families, use crisis as a means to energize families, and give the counselor an opportunity to learn the dynamics of parent-student interactions.

—Respondents' negative views of contacts indicate that, at times, the young person is embarrassed, parents become defensive, and, often, all parties involved are left vulnerable. One respondent aptly recommended a cooling off period following a tense situation to avoid someone getting "pinned to the wall, or the counselor getting caught in the middle."

—Sixty-four per cent of those involved in parent counseling find their involvement inadequate, while twenty-six percent say it is adequate. The no's cite administrative responsibilities, lack of time, parents' inability to leave work, and a general philosophy of student advocacy as some reasons for limited adequacy. The yes's largely define "adequate" as a function of their particular role which does not involve parents heavily because they deal with university students or serve more as consultants to "grass roots" workers.

—In addition, approximately one fourth of our respondents are involved in programs which bring special issues such as drugs and curriculum to the attention of the community.

—Most of these respondents feel that these programs are effective.

Respondents who are experiencing success with parent involvement offered these excellent suggestions and rules of thumb:

1. Be honest at all times, focusing your intervention on helping the young person.
2. Emphasize the positive, helping aspect of any situation.
3. Follow through so that implementation or application takes place and is evaluated.
4. Get involved in crisis situations. Often the crisis provides the energizing force to do something constructive.
5. In your telephone contacts, include alternatives which parents can implement.
6. Invite parents to help prevent more serious problems with their child or recurrences of a similar problem.
7. Encourage parental "rapping" about "their" needs.
8. Make home visits—during the evening, if necessary, perhaps weekends, and maybe during the summer.
9. Provide a weekly/monthly newsletter to parents via students.
10. Attend parent group meetings and clubs in the community, as well as PTA's.
11. Have several Parents' Days where individual conferences are encouraged.
12. Plan community group meetings after school and work hours to share ideas and provide information on special issues. Begin with a Parent Advising Council, for example.
13. Meet weekly for three or four weeks with small groups of parents in a parent's home to discuss their children's education and/or other concerns they may share. Focus on helping them find solutions and try to involve both parents, if possible.
14. Provide an evening or Saturday series of seminars in adolescent psychology followed by group counseling with interested parents.
15. Invite parents to come into group guidance classes to discuss their jobs with young people as well as to attend field trips into industry.
16. Coordinate a small group community workshop (2-3 days) involving parents and senior high students. Match students with parents other than their own to discuss relevant issues such as drug awareness.

printout

Mini-Topical Analyses from the ERIC/CAPS Information Bank

Drug Education and Drug Abuse Prevention

At the present time, schools are rapidly organizing and adopting drug education and drug abuse programs in an attempt to deal with what has become a major societal problem. Few schools, regardless of the community they serve, can afford to deny the existence of the problem, and most students know where to get illegal drugs if they want them. Frequently, because of the crisis nature of the problem and the rush to get the program in motion, schools initiate programs which are both poorly planned and ineffective in terms of the outcomes for which the programs were designed. Few schools make the distinction between drug education and drug abuse prevention. The research studies which will be discussed here should help counselors to understand this distinction and to recognize the benefits, limits, and problems inherent in each.

Four studies, all research reports, deserve special attention from counselors. This is not to suggest that four documents indicate a trend (although these four may be the beginning of one) nor is it to suggest that definitive generalizations can be made on the basis of these four documents; but these documents should stimulate a more informed analysis and questioning of what has been called the "drug problem" in our society and perhaps a more critical analysis of the present drug education programs.

The results of these four studies were selected for discussion because each, in its own way, is contrary to popular opinions about the nature of drug use and abuse, the characteristics of drug users, and the approaches suggested for drug education. In essence, each study chips away a part of a stereotype and helps to define the nature of the issues with which the drug programs must deal.

Goldstein's article, *Getting High in High School and Motivations for Psychoactive Drug Use Among Students*, includes substantial data describing characteristics of drug users and patterns of drug use. The marijuana user, in particular, does not fit the popular stereotype of the drug user. In addition, the motivation to use drugs is examined in detail and the author concludes that "the data on hand suggest the following as the briefest adequate representation of usage: the person has a desire to change the way he feels. He believes that drugs can bring about such changes. He is relatively free from the restraints against using drugs to do this. Finally, a usage opportunity occurs (or is sought)." Goldstein argues that the "desire to change the way one feels" is not necessarily "pathological," and discusses the acceptance in our society of using drugs to alter one's mental state. He suggests that drug abuse is as much a moral and ethical question as a scientific one and that society transmits to its young messages which are inconsistent.

Two of the documents (Hoffman and Swisher, Thomas and Others) suggest that when drug education programs are evaluated, they rarely accomplish the goals for which they were designed. In the study by Hoffman and Swisher, programs were evaluated which had been designed to dissuade potential drug users by giving them information about drugs. The assumption on which such programs are based is that knowledge equals protection. In essence this assumption proves to be false, for drug users were found to have more factual scientific information than nonusers, and information alone did not decrease usage or dissuade users. The authors call information the irrelevant variable in drug abuse prevention and even suggest that information alone may actually stimulate curiosity and increase the likelihood of experimentation with drugs and they cite evidence of this occurring in some schools. The document by Thomas and Others evaluates a program designed for use with parents. The contention was that changing the attitude of parents would alter attitudes of the children as well as increase communication between the two. Evaluation showed that parents' attitudes were, in fact, not changed by the program nor did the program foster increased communication between parents and children. These two documents, when taken together, suggest that information alone is not the answer to preventing drug use—particularly marijuana use—and programs to change attitudes about drug usage have not thus far been particularly effective.

Another study (Goode), less global than the ones previously mentioned, suggests that casual marijuana users are at least as academically able, if

not more so, than nonusers, when school grades are used to measure performance.

The "drug problem" is essentially too complex for stereotypic definitions or solutions. The research tells us merely what we have known all along—that healthy people are able to cope with life, its problems, and temptations. They may use drugs, but they use them to enhance leisure time or social interaction rather than to get through the day. The unhealthy user of any drug eventually organizes his whole life around the drug and uses it to escape both responsibility and commitment. With all due respect to the dangers inherent in drugs and in their current availability, the real crux of the problem is still the person, not the pill. As long as the values of the person using drugs are not violated by the drug usage, then he will use drugs. It is apparent that "attitude change" is the essential variable. Can the drug educator sit with martini in hand and tell the student that it is immoral and scientifically unwise to alter one's mental state with drugs?

Behavior Modification Techniques

If we ask teachers what it is that constitutes inappropriate classroom behavior we are likely to obtain replies ranging from "disruption" and "inattention" to "withdrawal" and "nonparticipation." It becomes a question, however, of which is cause and which is effect—does nonparticipation create consequent disruption, or are disruption and inattention responsible for nonparticipation?

Regardless of which represents the chicken and which the egg, it is logical to suppose that a change in one behavior is likely to produce a change in the other. If attending behavior can be improved, disruptive behavior is apt to subside. To this end, a number of studies have been undertaken which use different types of modification techniques in various settings.

A study by Blair indicates that, while person or performance reinforcements can be effective with normal, white, middleclass third grade boys, more tangible types of reinforcement, such as token reinforcement, are deemed necessary for low achievers in the same class. When each group receives the type of reinforcer to which it best responds, there is no difference in performance between the groups. This suggests that teachers who wish to maximize academic motivation in the classroom must include a variety of reinforcers appropriate to the needs of the children involved. Along similar lines, another study (Ferritor and Others) used behavioral and performance contingencies in an inner-city third grade classroom in an effort to improve attending behavior and performance. The behavioral contingencies did, in fact, improve attending and decrease disruptions but had no positive effect on performance. Performance contingencies, on the other hand, increased performance but reduced attending behavior. When used in varying combinations, the combined contingencies did increase both performance and attending. The results of Ferritor's study seem to replicate the findings of Blair in that elementary students who are not generally academically motivated tend to respond favorably to token reinforcers as behavior modifiers.

Cradler and Goodwin, in their study of second graders, also found that lower class pupils were far more responsive to material than to social and symbolic reinforcers; middle class subjects showed no preferences. Sixth-grade middle class students showed significantly greater response to symbolic and social reinforcement than to material reinforcement, suggesting that the values of middle class children are congruent with the values of "the system," and that these values become more strongly confirmed as these youngsters enter adolescence. Those working with young children need to be sufficiently aware of their needs for particular types of reinforcers so that situations can be created to provide favorable reinforcement for all children.

Group reinforcement procedures can be very effective in promoting better class behavior and performance. Where rewards are made contingent upon a specified level of group performance, such rewards have been shown to be effective in raising task relevant behaviors (Andrews). A study on group reinforcement contingencies by Wodarski attempted to increase classroom peer interaction among ghetto children in a peer-tutoring situation, in order not only to improve achievement but also to decrease disruption. Results indicated that, as the group reinforcement increased, so did the incidence of peer tutoring with the anticipated improvements in grade levels. Disruptive behavior showed a concomitant decrease. Ironically, a study by Kelly on behavioral and academic effects of a cross-age tutoring program among second, fourth and sixth graders showed virtually no effects on personal, social or academic factors on the part of either the givers or receivers of help. Kelly's study, however, did not employ token reinforcement, which may at least in part, account for the negative findings. These results suggest the influence which reinforcement contingencies may have, among some groups of elementary school pupils, as aids to improved academic and social behaviors.

More individual methods of behavior modification have also been employed with success. Operating from the premise that the counselor is not always the most influential adult in the life of a maladjusted youngster, many counselors have sought to combine pupil group counseling techniques with parent and teacher consultations (Palmo). The backup reinforcement provided by working not only with the children but also with those

instrumental in shaping their environments, both at school and at home, has proven far more effective in reducing adjustment problems for elementary children than working with the children alone. These results are substantiated in a similar study by Taylor which sought to compare various combinations of counseling on the reading abilities of elementary school pupils. The combinations examined included parents and teachers on the one hand and children alone on the other. Indirect intervention with significant adults proved more effective than more direct intervention with the children themselves. These studies seem to suggest the great importance of the child's experience in a total environment rather than in an isolated classroom experience.

In summary, it seems apparent that school personnel need to know the kinds of youngsters with whom they are working in order to provide appropriate levels of reinforcing experiences in the classroom, and counselors should attempt to involve the teachers and parents, as well as the child, in any necessary behavior modification attempts. Any techniques which are to be effective must not only be appropriate to the child, but must also be reinforced beyond the classroom.

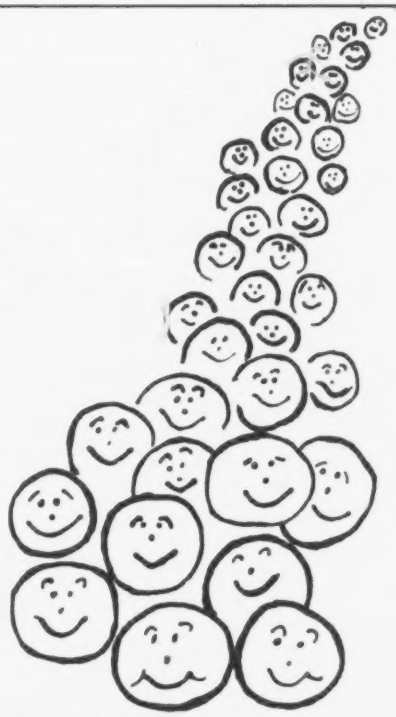
Searchlight

Twelve retrospective and current awareness searches containing bibliographic information and abstracts on topics of concern to helping professionals are now available. For a complete listing check previous issues of this year's **Impact.**

Impact will announce several new retrospective and current awareness searches (updates) in the fall.

If we are stripped of experience, we are stripped of our deeds; and if our deeds are, so to speak, taken out of our hands like toys from the hands of children, we are bereft of our humanity. We cannot be deceived. Men can and do destroy the humanity of other men, and the condition of this possibility is that we are interdependent. We are not self-contained monads producing no effects on each other except our reflections. We are both acted upon, changed for good or ill, by other men; and we are agents who act upon others to affect them in different ways. Each of us is the other to the others. Man is a patient-agent, agent-patient, interexperiencing and interacting with his fellows.

R. D. Laing
The Politics of Experience



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These people comprise a group, and because they have ganged up on us, **Impact** is able to offer low priced group subscription rates. Now poverty stricken students, budget-crunched school systems and local counseling organizations can provide each group member with a personal copy of **Impact** and substantial savings. To get on the bandwagon, write: **Impact,** P.O. Box 635, Ann Arbor, Mi. 48107.

Key To

"A Plug in Your Jargon Puzzle"

Down		"Up"	
1.	counselor	2.	counseling
3.	operant	7.	role
4.	neofreudian	9.	N.E.A.
5.	empathy	10.	ego
6.	peer	11.	person
8.	ERIC	12.	drugs
12.	diagnosis	13.	rating
14.	practicum	15.	client
17.	real	16.	norm
18.	verbal	20.	oral
19.	development	22.	placement
21.	orientation	23.	group
22.	P.P.S.	24.	career
25.	acceptance	26.	therapy
27.	case	28.	I.P.A.T.
31.	T.A.T.	29.	E.S.E.A.
34.	trust	30.	Impact
35.	data	32.	A.S.C.A.
36.	probling	33.	aptitude
37.	self-concept	38.	bus
41.	I.Q.	39.	eclectic
42.	feedback	40.	job
46.	A.P.G.A.	43.	title
47.	tests	44.	Communique
50.	interview	45.	guidance
55.	choice	48.	synergy
56.	youth	49.	goals
60	id	50.	interests
		51.	train
		52.	predict
		53.	refer
		54.	achievement
		57.	drive
		58.	values
		59.	rehabilitation

bazaar

JOURNALS AND NEWSLETTERS

New Schools Exchange Newsletter 301 East Canon Perido, Santa Barbara, California, 93101, $10/year (twice monthly.)
A central resource for the exchange of information about alternative education. Deals with children and experimental schooling and the "stuff and substance of life that lies behind the schools and the children and the parents and the "teachers'." Includes lists of alternative schools, people seeking places, and places seeking people.

The Flower Patch
127 Tower Road South, Warmley, Bristol, BS15 5BT England, written $2.00/year bimonthly; 5", 3 ¾ tapes or cassettes, $4.00.
A magazine devoted to gentle living—humor, nostalgia, memories and insights into spiritual reality and the natural world.

Psychotherapy and Social Science Review
59 4th Avenue, New York, New York 10003
Reviews books in the fields of psychology and related social sciences. It's really a book club with no minimum purchase or membership fees. You receive the magazine and negative book option card. Books are discounted.

Involvement Corps News
501 Webster Street, Palo Alto, California 94301, monthly, free.
The Corps acts as an intermediary in lining up corporate assistance for necessary and useful social projects.

Hotline
Office of Voluntary Action Liaison (Action), Washington, D.C. 20525, weekly, free. A one sheet flyer of current service opportunities in socially oriented fields.

Education Explorer
3104 16th Avenue, South Minneapolis, Minnesota 55407
A newsletter concerning alternative education—also contains helpful information for "above ground" schools.

People Watching
Behavioral Publications, 2852 Broadway, Morningside Heights, New York 10025 A new magazine to provide information exchange among teachers and others on behavioral science curricula in elementary and secondary schools. Sample available.

Resources for Youth
National Commission on Resources for Youth, 36 West 44th Street, New York, New York 10036 Free
The first issue discusses programs young people have initiated by themselves or in cooperation with adults.

WIN
339 Lafayette Street, New York, New York 10012 $5.00/year (21 issues)
A magazine which adopts a "freedom through non-violent action" philosophy—discusses a wide variety of topics.

Tupart's Monthly Reports on the Underground Press
National Media Analysis, Inc., Box 3676, Washington, D.C. 20007 $10.00/year A survey of what the underground press is saying; is thought to be fairly objective.

Imagine
John Washburn, P. O. Box 6855, Santa Rosa, California 95406
A monthly newsletter of the uses of simulation games in church education. All issues give directions for 2-3 games. $20.00 —prepaid.

The Weewish Tree
American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117 $6.50/year (6 times a year)
A new childrens magazine.

BOOKS

Teaching Human Beings: 101 Subversive Activities for the Classroom
Jeffrey Schrank, Beacon, $7.95, paper $3.45.
Based on his own experiences as a high school teacher, this is Schrank's personal potpourri of ideas on preventing the classroom experience from handicapping the kids it is supposed to educate. "Unlearning" is his big theme. He sees the high school teacher's role as one of playing critic to the student's own myths, misconceptions, hangups and doubts about himself and the educational process. He shows how the teacher can challenge the kid's feelings of unimportance, open up the student's sense of self.

Power to the Parents: A Common Sense Psychology of Child Raising for the 70s.
Joseph and Lois Bird, Doubleday, $5.95.
Permissive child-raising is not for the Birds. Joseph Bird is a clinical psychologist and marriage counselor. Lois Bird is the author of "A Happily Married Mistress." The parents of nine children, they come down heavily on the side of firm rules and consistent discipline. They would like to strengthen the family unit, reinforce sex roles, return to the days when father was father, mother was mother. They apply this philosophy to a system of rewards and punishments, carry their role of overseer and authority figures right into the child's high school years in school, selecting his "electives" and even his hair and dress style. Their clear imperatives make most sense when applied to sex.

How to Go to Work When Your Husband Is Against It, Your Children Aren't Old Enough and There's Nothing You Can Do Anyhow
Felice N. Schwantz, Margaret H. Schifter and Susan S. Gillotti. Simon and Shuster, $8.95.
The title is its own annotation, but this book also contains detailed descriptions and evaluations of the kinds of jobs available in 52 different areas.

The Home
Penelope Mortimer, Random House, $5.95.
A novel about a woman who has devoted herself to her husband and five children. Suddenly her children are grown up and on their own and her husband has left her. For the first time in her life she is free but she doesn't know what to do with her freedom.

Working Loose
New Vocations Project of American Friends Service Committee, 2160 Lake Street, San Francisco, California, 94121, 1971, 145 pp. $1.95.
Experiences of most of the people working in the New Vocations Project, a resource group in the San Francisco area for people who want to change their way of life. Their services are available to all ages and backgrounds. Also included is a resource section listing the contacts for new vocation guidance throughout the country, and other publications and groups which they have found to be of help.

Eve's New Rib: Twenty Faces of Sex, Marriage and Family
Robert Francoeur. Harcourt, $6.50 Dr. Francoeur embraces the changes of concepts, laws and practices which so obviously characterize our time in the areas of sex, marriage and family. Women's Lib, the Pill, but most of all the rebellion of youth against their parents' moral standards, lie behind what has been happening—and have confronted society with difficult problems and choices. His final chapter sketching 19 options for social relationships—from monogamy to group marriages, polygamy and "professional" parentage—ends provocatively with a 20th that he leaves to the reader's imagination. Bibliography.

No One Will Lissen: How Our Legal System Brutalizes the Youthful Poor
Lois G. Forer. Grosset and Dunlap; Universal Library, $2.95
Good source for a unit on social justice or law and order.

The Modern Utopian
Alternatives Foundation, P. O. Drawer A, Diamond Heights, San Francisco, California 94131 $3.95
Contains a potpourri of the efforts modern man has made to build a utopia. Alternative life styles in communes, education, personal growth, cosmic consciousness, and social change are explored. Contains a bibliography and a directory of free schools, growth centers and readings in alternative education. Also book reviews, descriptions of communes and free schools and reprints.

Counterrevolution and Revolt
Herbert Marcuse. Beacon, $7.50
In his new book the ex-guru of the revolutionary youth of the 1960's seems intent on new directions. Revolution is no longer at our doorstep. The final crisis of capitalism, he now holds, may take all of a century. In sum, he seems to be acquiescing in evolution. He counsels frustrated radicals not to drop out but to regroup, develop a new sensibility, a new rationale, and to undergo a long process of education in preparation for an ultimate switch to large-scale political action.

Dropping Out in ¾ Time
Allen Morgan. Seabury, $4.95 Morgan is an alienated young American who dropped out of Carnegie Tech, where he was a drama major, and went to Canada one step ahead of the draft. His book is an account, rich in the cliches of the counter-culture, of his emotional, mental and political reactions during his personal mini-odyssey.

Earth Foods
Lee Fryer and Dick Simmons. Follett, $5.95
If we are what we eat, say the authors of this informed and enlightening discussion of where we are as an eating nation, then Americans are truly in a bad way. Their pitch is for "certified earth food" free of harmful additives, protected from the hazards of pollutants and insecticides (not to mention growth hormones, arsenic and antibiotics), and at the same time not destructive to the environment.

Sources: An Anthology of Contemporary Materials Useful for Preserving Personal Sanity While Braving the Great Technological Wilderness
Theodore Roszak. Harper Colophon, $2.95
Essays and poems are grouped by topics in this massive anthology.

RESOURCES

Recipes for Fun and Workshop Procedures
PAR Project, Box 273, Glencoe, Illinois 60022, $2 each; special low rates available for groups.
More than 100 playful ideas and "recipes for learning" developed by Parents as Resource (PAR). The Workshop Procedures booklet is designed to give mothers the know-how and confidence they need to stimulate their children. Both are applicable for inner-city mothers.

Traveler's Directory
c/o Peter Kacalanos, 51-02 39th Avenue, Flushing, New York 11377. Lists more than 1,500 people in the U.S. and Europe who would like to meet fellow travelers. To get a directory you must list yourself, your interests and terms of hospitality and send $3. Write first for sample listing and address forms.

The Underground Travel Guide
Gay Bryant. Award, $1.25 Tells you where the authorities are likely to be uptight about longhairs, which countries consider girls hitchhiking to be automatically of loose morals, and where it is cool to sleep on the grass in public parks, how to stay out of jail and how—in short—not to be an ugly American, which is a term your parents used to describe the loudshirted square on a bummer. Updated currency rates and new air fares, lots of facts as well as above-mentioned underground tips.

Human Relations Learning Experience: Teachers Guide to Human Relations Education
Human Relations Training Center, Baldwin-Wallace College, Berea, Ohio 44017 A free 100 page booklet outlining procedures used in successful teacher training programs in human relations. Contains descriptions, experiences, outlines of films and simulations, etc.

Educator's Placement Guide
NCICE, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009
A free guide for unemployed teachers.

The Teacher Drop-Out Center
P. O. Box 521, Amherst, Massachusetts 01002
Acts as a friend and specialized placement service for teachers finding it difficult to function in traditional schools.

Curriculum Materials Clearinghouse
University Microfilms, Ann Arbor, Michigan 48106
Collects single copies of curriculum materials on all levels and publishes a catalog of the collection. Items can be ordered in microfilm or hard copy. Also solicits materials.

New England Free Press
791 Tremont Street, Boston, Massachusetts 02118
A clearinghouse for radical literature; pamphlets, reprints, etc. Free catalog available.

FPS
3210 Grace Street, N. W., Washington, D. C. 20007
A news and information service for underground high school papers.

Personalysis
Administrative Research Associates. Irvine Town Center, Box 4211, Irvine, California 92664
3-4 persons can play the game designed to evaluate and possibly improve self-knowledge.

Horatio Alger
A two-hour simulation on the welfare system for from 13-32 people. Illustrates the inequities of the welfare system. Winner of the game is the "impoverished person who lifts himself or herself up by the bootstraps." Inquire: New Detroit Inc., Speakers Bureau, 211 West Fort Street, 1515 Detroit Bank and Trust Building, Detroit, Michigan 48226.

Women's Lib? A Game of Women's Rights
Urban Systems, 1033 Massachusettes Avenue, Cambridge, Massachusetts 02138 $7.00
Role playing simulation for 4-7 players. Stated purpose: "to inform . . . about the issues and institutions being challenged by various women's groups and to introduce players to some of the alternatives facing the American public."

Little Miss Muffet Fights Back
Feminists on Children's Media, P. O. Box 4315, Grand Central Station, New York, New York 10017
A 46 page, illustrated and annotated bibliography of non-sexist children's books.

REPORTS

Television and Growing Up: The Impact of Televised Violence
Government Printing Office, Washington, D. C. 20402 $2.25
The complete Surgeon General's committee report on the effects of television violence on children.

MISCELLANEOUS

Apron/Potholder Set
Express yourself-reads "for this I spent four years in college?" ($5 + $1 for postage and insurance.) Haverhills' 58H Washington, San Francisco, California 94111.

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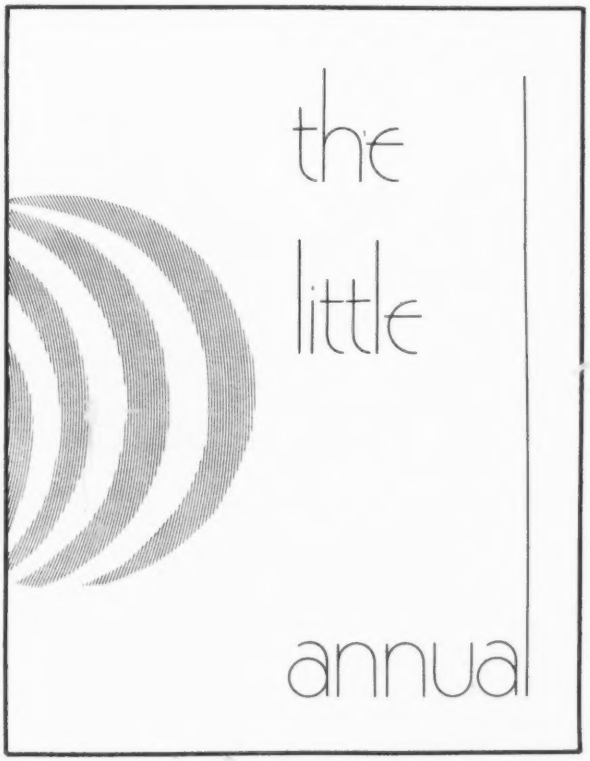

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"&@æ/lb£%! ! !" the housekeeper ranted, "Someone has stolen my Communique! And what's more—my Impact is missing! ! ! Oh where are my CAPS publications?"

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"Right."

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"Right."

"And together, they only cost $9.00!"

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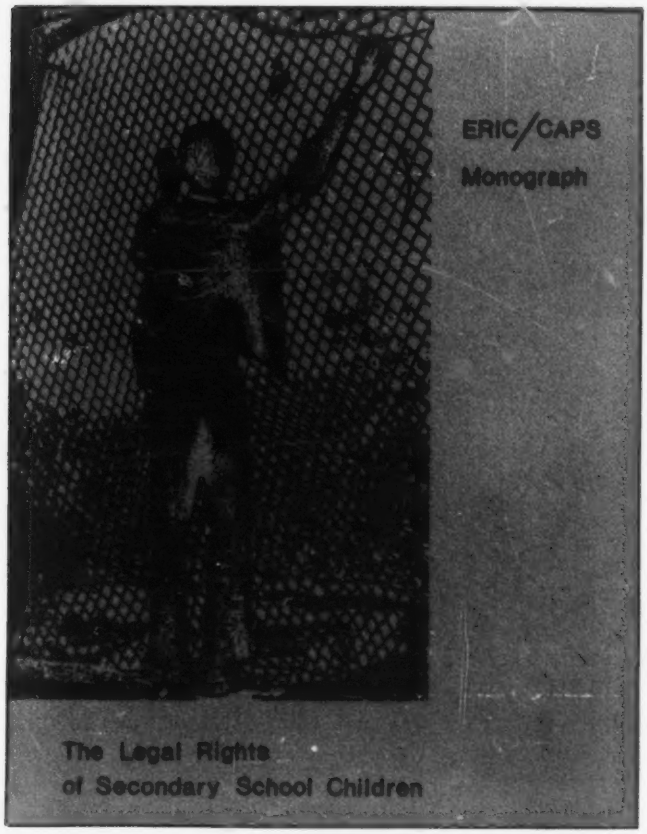

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